

Overview of the Annual Performance Report (APR) Development

The newly reorganized District of Columbia State Education Agency gathered and analyzed data for the development of the Annual Performance Report (APR) for the 2006-2007 school year through the collaborative efforts of District of Columbia stakeholders – parents, community groups, teachers, administrators, related service providers, school system personnel, other government agencies, the state advisory panel, state office representatives, and the parent training advisory council. This process was carried out during a historic transformation of District educational governance.

In July 2007, Congress authorized legislation (The Education Reform Act of 2007) that transferred governance for DC Public Schools (DCPS) from the Board of Education to the Office of the Mayor. Furthermore, the legislation established a formal state education agency for the District of Columbia. This new agency assumed all state-level education responsibilities on October 1, 2007. The state education agency duties, including data reporting requirements, now fall under the Office of the State Superintendent of Education (OSSE). In the past, the responsibilities for state and local functions were both held by DCPS led by a Superintendent who was also the chief state school officer. This traditional LEA is now governed by a chancellor and the 55 charter LEAs are governed by their respective LEA directors. All nontraditional LEAs have been given the opportunity, for the purpose of special education only, to choose DCPS as their LEA. Twenty of the 55 LEAs are in that category, therefore data specific to those 20 LEAs special education is merged with that of DCPS.

In the transition plan submitted to the Mayor by the Office of the State Superintendent of Education, special education was designated as a critical priority for The OSSE (together with the management of federal grants and the creating of a data warehouse). This designation focuses the attention and resource of the agency of reforming special education, specifically on improving the quality of educational services.

The historic changes described above have precipitated numerous changes in state monitoring, training and technical assistance, and data collection. The OSSE is developing a state office through the use of three design teams. The teams are bench-marking best practices to develop a dynamic process to ensure that LEAs are systematically monitored for compliance with IDEA and all other federal and state regulations, and are provided the training and technical assistance to achieve that goal.

State Special Education Data System

The District of Columbia Office of the State Superintendent of Education (OSSE) is seeking to implement a state special education data system. This is a system that will be made available to all Local Education Agencies, including DCPS, as well as providing functionality at the state level for data, reporting, and performance measurement. This system will be designed to optimize the District of Columbia's delivery of special education services to all students.

The objectives for acquiring a new special education system are:

1. To automate and streamline the Individualized Education Plan (IEP) development, management, and historical record keeping for local districts and school sites. This system will reduce the burden of paperwork and allow staff to focus on delivering quality instruction and services to students with disabilities.
2. To support best practices in special education management by providing real-time district wide reporting, accurate and reliable state and federal reporting, in addition to supporting school-based users and staffing decisions.
3. Facilitate compliance and improved quality through improved data accuracy, auditing, and timeline management.
4. Provide an improved process for student special education records transfer between schools and districts.
5. Provide a state-of-the-art special education management system capable of integrating with the various Student Information Systems through the Student Interoperability Framework (SIF) standards.

The OSSE intends to implement a solution beginning in the 2008/2009 school year.

To meet reporting requirements for 2007/2008, The OSSE has developed a simple web-based data reporting tool for individual LEAs to submit their required data for 618 and Child Count. The timeline for implementing this interim data collection tool will be the Spring of 2008. The requirements for the interim tool will feed into the requirements for the longer term state special education data system so that the transition from the interim reporting tool to the permanent system will be coordinated and relatively seamless.

In addition, The OSSE is in the process of establishing a state longitudinal data warehouse. The Statewide Longitudinal Education Data Warehouse (SLED) will become the main repository of current and historical education data relating to students and teachers in publicly funded schools in the District of Columbia. It is intended to be used to answer a wide range of questions, starting from finding the best program for an individual student, up to finding what practices yield the best results for educating all students citywide. It will also enable the educational staffs at both the LEA and SEA level to complete the large number of reports required by both the Federal and District governments in less time.

The SLED system warehouse will be populated with information extracted from a wide variety of information systems distributed around the across the district. It should standardize student information currently stored in various local education agencies (LEAs) and enable users to track longitudinally student information over multiple years and across every DC public education institution.

The OSSE seeks to enable the sharing of critical information spanning a student's lifelong public education experience in DC, from early childhood through grades K to 12, college and other post-secondary education, and into adult education and initial years of employment. This information should assist in meeting educational needs through better planning, trend analysis, performance projections, program evaluation, and stakeholder empowerment.

The reporting tools for the data warehouse should be designed to provide user-friendly database queries that produce standard and customized reports for various stakeholders. Among other purposes, stakeholders should be able to use the data warehouse to identify which LEAs and schools are meeting AYP, which schools and classrooms are closing the achievement gap, analyze the value of various education programs, determine which schools work best for particular types of students and identify teacher and other educational best practices that are improving student achievement.

For the year covered by this report, data were gathered from a variety of sources. The report was reviewed by the State Advisory Panel, the DC stakeholder group. Together with the SPP, this report can be found on the OSSE website at www.osse.dc.gov.

Definitions:**SPP – State Performance Plan****APR – Annual Performance Report****USED – United States Department of Education****OSEP – Office of Special Education Programs****OSSE – Office of the State Superintendent of Education**

Part B State Annual Performance Report (APR) for **2006** (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth.

of graduates receiving a regular diploma

of graduates + # of students received certificates + # of dropouts + # who maxed out in age +

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	<ul style="list-style-type: none"> Increase the graduation rate to 63.5 percent for students with disabilities <p>Revised: Increase graduation rate to 42.5 percent for students with disabilities (see explanation below)</p>

Actual Target Data for 2006 (2006 - 2007):

2006-2007	% of students with IEPs graduated with a high school diploma 39% 314/795
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Discussion of Improvement Activities Completed and Explanation of Progress or slippage occurred for 2006 (2006 - 2007):

■ **Establish a state-wide inclusion model to increase access to the general education curriculum. (SPP)**

In Dec. 2005, an Inclusion Model task force met for the first time to establish the foundation for the development of a model inclusion program for DCPS and develop a common language.

In collaboration with Mid-South Regional Technical Assistance Center, DCPS continued its' Inclusion Initiative. Beginning in August of 2006, LEAs developed an action plan for inclusion practices. Surveys, work sessions, observations and evaluations were developed to support the Inclusion Initiative. In September 2006, Mid-South Regional facilitated a class for the Inclusion Initiative schools (principals and co-teaching teams) that was based on aspects of Co-Teaching related to individual's belief systems and the skills that each person brings to the classroom.

In May 2007, Mid-South Regional Technical Assistance Center facilitated sessions with DC LEAs (charter schools and DCPS) focused on inclusion practices as components of the Inclusion initiation.

Inclusion trainings occurred with 30 DCPS sites. Training occurred from September 20 to June 2007. Trainings are on-going and designed to provide instructional practices within DCPS to support Inclusive schooling.

■ **Provide professional development to LEAs on implementation of RTI at the secondary level and the implementation of co-teaching models being adopted by all LEAs. (SPP)**

In August 2006, MidSouth Regional Technical Assistance center conducted a session with National Institute for Urban School Improvement (NIUSI) on co-teaching. Other sessions included schedule development, Differentiated Instruction strategies, and strategies for English Language Learners (ELL) and IEP development.

In collaboration with DCPS SEA staff, OSEP Liaison and Certification office staff presented on SPP/APR indicators during workshop designed to inform LEAs of federal reporting requirements. These sessions included Early Intervention Services (EIS), Response to Intervention (RTI), and determinations.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /

Resources for 2006 (2006 - 2007)

[If applicable]

In March 2006, the U.S. Office of Special Education Programs (OSEP) sent correspondence to DC OSSE addressing issues identified by OSEP that required revisions to information provided and the submission of additional data to be added to in the FFY 2006 APR submission. Specifically, OSEP stated that for Indicator 1 (graduation rates), the DC OSSE must include correct baseline data (in percentage format) for 2004-2005 and progress data from 2005-2006 and 2006-2007 in its FFY 2006 APR.

In the 2005/2006 APR, the DCPS defined graduation rate as a cohort based computation derived from the following formula:

Number of Graduates in Year X / (Number of Graduates in Year X + Number of Grade 12 Dropouts in Year X + Number of Grade 11 Dropouts in Year (X-1) + Number of Grade 10 Dropouts in Year (X-2) + Number of Grade 9 Dropouts in Year (X-3))

The APR indicates that the measurement for Students with IEPs should be the same measure as for all students.

Baseline data for students with IEPs on graduation rate was not calculated for 03/04 and 04/05 data was not reported in the February 07 APR.

For the 2006/2007 APR, data is still unavailable to calculate a graduation rate for students with IEPs based on the cohort formula stated above.

For the 2006/2007 APR, data is still unavailable to calculate a graduation rate for students with IEPs based on the cohort formula stated above. The Office of Educational Accountability and Assessment received approval from the Board of education to change its' definition of graduation rates. The issues with the method (NCES) were as follows:

- Did not require schools to track when students enter high school.
- Did not require the tracking of information related to special education or English language learner services.
- Required school to only code when a student graduates and to correctly code transfers, dropouts, deaths, and other reasons for students entering or leaving the school.
- Was based on the assumption that the number of students transferring in and out of a school (district or state) are equal or close to balanced.
- Included small possible errors that would underestimate the graduation rate if students are coded as dropouts more than once across years (i.e., not within the same year).

The Office of Educational Accountability and assessment is the process of collecting the needed data using the approved method.

In the meantime, OSSE has obtained approval from OSEP to redefine the measure for the purpose of this indicator. Since the SEA did not collect data on cohorts by grade to measure “graduation rate” of students with IEPs (where the denominator is total students in cohort with IEPs), it will be defining graduation rate as a function of Exiting special education. All stakeholders were made aware of the needed changes in this indicator.

The measure for Indicator 1 will be defined for the purposes of this year’s report as the % of students with IEPs who exited due to graduation with a regular diploma over the total # of students with IEPs exiting special education. The denominator will include all exit categories with the exception of students exiting due to death or moving out of the district.

For the first time, graduation data for students in special education programs was collected via the 618 Exit Table for ALL 7 LEAs (with students in Grade 12) including DCPS for 05-06 and 06-07.

04-05 data is not available for graduation. The data per LEA was not collected in 04-05, therefore the SEA will be using 05-06 data as the baseline graduation data using the following measurement:

of graduates receiving a regular diploma

*# of graduates + # of students receiving Certificate of IEP + # of dropouts
+ # that maxed out in age*

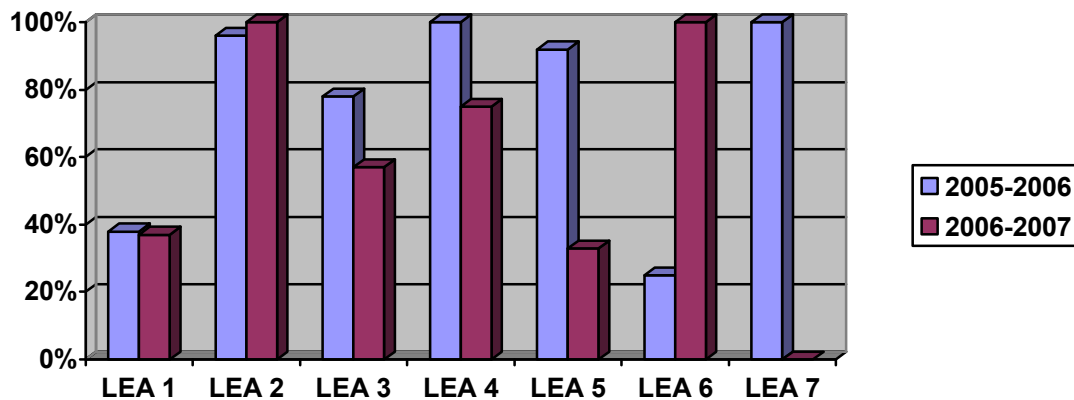
Using the measurement above, the baseline data for 2005-2006 is as follows:

REVISED BASELINE DATA

2005-2006	% of students with IEPs graduated with a high school diploma	42%	304/724
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	2005-2006			2006-2007		
LEA	# of students with IEPs graduation with a regular diploma (05-06)	# of students with IEPs exiting	% of students w/IEPs graduating over total exit	# of students w/IEPs graduating with a regular diploma	# students w/IEPs exiting	% of students with IEPs graduating over total exit

				(06-07)		
LEA 1	251	664	38%	264	717	37%
LEA 2	27	28	96%	34	34	100%
LEA 3	7	9	78%	4	7	57%
LEA 4	2	2	100%	3	4	75%
LEA 5	11	12	92%	8	24	33%
LEA 6	1	4	25%	1	1	100%
LEA 7	5	5	100%	0	8	0%
	304	724	42%	314	795	39%



Measurable and rigorous targets were revised in the SPP to reflect the OSEP approved calculation for graduation rates. Based on the calculation of the 05-06 baseline data using newly collected graduation data per LEA and the new method of calculation, DC SEA did not meet its' measurable and rigorous target of 42.5%.

However, the SEA did establish a more effective way of collecting graduation data per LEA. The SEA will continue to develop its' state data collection system to more accurately and effectively capture graduation and drop-out data on all LEAs.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<ul style="list-style-type: none"> Increase graduation rate to 42.5% for students with disabilities
2007 (2007-2008)	<ul style="list-style-type: none"> Increase graduation rate to 43% for students with disabilities.
2008 (2008-2009)	<ul style="list-style-type: none"> Increase graduation rate to 43.5% for students with disabilities
2009 (2009-2010)	<ul style="list-style-type: none"> Increase graduation rate to 44% for students with disabilities

2010 (2010-2011)	<ul style="list-style-type: none"> • Increase graduation rate to 44.5% for students with disabilities.
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Members of the DC's State Transition Council attended the National Secondary Transition Technical Assistance Center's (NSTTAC) conferences in Denver, Colorado, "Making the Connection between Indicators 1, 2, 13 and 14 and in Charlotte, North Carolina. DC and other states received training on how to link these four indicators and align improvement activities to effectively improve student outcomes. Many of the revised activities to decrease drop out rates will be utilized to improve graduation rates. OSSE's STO is collaborating with the National Dropout Prevention Center and the National Secondary Transition Technical Assistance Center. The State Transition Council has attended other national conferences and has participated in regional conference calls.

Adjustments have been made to the timelines and activities in various initiatives to account for progress made and competing priorities:

1. The Office of the State Superintendent of Education is now responsible for the state education's data collections system, "ENCORE" which was formally housed within District of Columbia Public Schools. The OSSE will ensure that the ENCORE system will adequately capture 618 exit data.

Data will be used to verify whether students exiting from special education with a "Graduation" status, whether they:

- Were within the appropriate age range, and/or whether they had reentered the system;
 - Exited with a high school diploma or certificate of IEP.
2. The State Transition Council will review disaggregated graduation and dropout data and make recommendations to the OSSE for focused monitoring for LEAs falling well below state average for graduation and dropout rates.
 3. The OSSE will analyze data across indicators related to graduation (dropout, transition, parental involvement, suspensions and expulsions) to establish corollary relationships for focused monitoring
 4. The OSSE will design protocol for data analysis at the LEA level to evaluate students' access to general education curriculum in regular education environments. Protocol will include inquiry regarding:
 - IEP justifications for removal from regular education environments;
 - IEP components establishing foundation for access to general education curriculum,
 - To establish the accommodations for participation in general education curriculum are determined
 - Establish parameters for the extent to which general education teachers are aware of and fulfill IEP implementation responsibilities;
 - Establish parameters for the extent to which general and regular education teachers use methods for collaboration that maximize students' access to general education curriculum;
 - To develop teacher competency in core academic subjects.
 5. OSSE will review all LEA policies and procedures for practices that assure the provision of services, supports, aids accommodations, and interventions to assure access to and participation in general curriculum and assessments, and promote high school graduation with a regular high school diploma.
 6. OSSE will examine transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. OSSE will

disseminate standards after completion to interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.

7. OSSE will develop a best practices manual on effective practices/strategies based on schools that have made progress in improving graduation rates.
8. OSSE will develop a Focused Monitoring System with the focus areas being graduation and dropout rates with emphasis on the collaboration with transition services. The focus monitoring system will be piloted in two LEAs. Using the results of Indicator 14, data will be interpreted to determine patterns and trends of those who graduated with a diploma in comparison to those that dropped out. The post-school survey for indicator 14 was expanded to identify causes of drop out, level of services received while in school, and connections to adult agencies. This data will be used to identify future improvement activities and strategies.
9. OSSE will sponsor a Summer Transition Institute, including special educators and interagency team members with the focus on graduation and drop-out prevention.

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)**Overview of the Annual Performance Report Development:****Monitoring Priority: FAPE in the LRE**

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. No comparison required.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The total number of students with IEPs dropping out grades 7-12 divided by the total membership in grades 7-12. State must report using state data.

Measurement : # SpEd dropouts from Grades 7 - 12

*-----
Total enrollment in Grades 7 - 12*

A dropout is defined as any student who was in attendance on the date of the official count of one school year and not in attendance on the official date the following school year. They may have left school for anyone of the following reasons.

- No Show
- Whereabouts unknown
- Work
- Voluntary (e.g., marriage, military, hardship)
- Adult Education that is not part of the district instructional program
- Nonattendance

Dropout is calculated from grade seven through grade twelve.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	<ul style="list-style-type: none"> • Reduce the dropout rate to 6.5 percent for all students. Change from comparing all students to students with disabilities only as directed by USDOE - OSEP. <p>Reduce the dropout rate to 7.0 percent for students with disabilities. REVISED</p>

Actual Target Data for 2006 (2006 - 2007):

2006-2007	% of students with IEPs that dropped-out 9.4% (118/1254)
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Baseline Data (revised)

2005-2006	% of students with IEPs that dropped-out 7.2% (269/3703)
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Discussion of Improvement Activities and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):**DCPS will work with OIT to design criteria for LEAs to submit state data requirements.**

The OSSE's Office of Data Management Services, is developing a new data collection system for all LEAs to collect needed to submit state data requirements. OSSE's Office of Data Management Services is also collaborating with the Office of Educational Accountability and Assessments to more adequately capture graduation and drop-out data.

Provide information about this reporting requirement, drop-out data collection training to the LEAs.

The SEA provided training on all reporting requirements during the 2007 SEA Summer Institute. The SEA will provide on-going training as the SEA enhances its' new data collection system.

The following Improvement activities were taken from the Master Education Plan developed by the former State Chief School Officer of District of Columbia Public schools:

1. Plan and design academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.
2. Create greater access for students with disabilities to career and technology programs and vocational education training.
3. Implement a positive behavioral support system in every secondary school.
4. Introduce new instructional pathways such as technology, math and sciences, and world languages.
5. Implement the flexible time for graduation

The Master Education Plan was adopted by the new Chancellor of the District of Columbia Public Schools (LEA). The OSSE has revised its' activities to reflect only state-level activities. The SEA also aligned those activities with Indicators 1, 13, and 14. The information is provided below and SPP.

Develop policies and procedures to inform parents and students of the requirements of 23.5 - 26 Carnegie Units to receive a diploma.

Information on new requirements was placed on OSSE's website and brochures were distributed to parents.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)

[If applicable]

In March 2006, the U.S. Office of Special Education Programs (OSEP) sent correspondence to the DC OSSE addressing issues identified by OSEP that required additional information to be submitted in the February 2007 SPP/APR submission. Specifically, OSEP stated that for this Indicator (Indicator 2), the DC OSSE must include progress data from 2005-2006 and 2006-2007.

In 04-05, the drop-out rate was calculated using 618 data. There were only 17 drop-outs reported in the 2004-2005 618 report. After careful review of the 2004-2005 618 data, the SEA, STO found that this number was not correct. Unfortunately, the staff member in the Office of Educational Accountability and Assessment who provided this data is no longer employed. Therefore, 04-05 drop-out data is not available. In addition, the SEA concluded that the measurement used to calculate the drop-out rate for students with disabilities was not the same method used to calculate drop-outs for general education students as this indicator requires. The drop-out rate reported for 04-05 was 0.94%.

In an effort to report the accurate number of drop-outs of students with IEPs, the OSSE's State Transition Office and the Office of Data Management Services collaborated with the Office of Educational Accountability and Assessments in an effort to gather not only the accurate number of drop-outs for students with IEPs for both 2005-2006 and 2006-2007, but to also ensure that the same measurement used to calculate drop-out rates for students with disabilities was used to calculate drop-out rates on all students.

Explanation of District of Columbia Drop-out Definition and Measurement:

The SEA formula defines a dropout as a student who was enrolled in an educational unit (school, LEA, State) on the official membership day in October but was not enrolled on the official membership day the following October, and left school for a reason defined as a dropout:

- **Whereabouts Unknown**
- **No Show**
- **Voluntary**
- **Work**
- **Adult Education**
- **Non-Attendance**

In an effort to report accurate data for this indicator and develop accurate measurable and rigorous targets in line with the requirements of this Indicator, DC SEA will use 05-06 drop-out data as its' baseline data. The 05-06 and 06-07 data gives a more accurate account of drop-outs for District of Columbia students with IEPs.

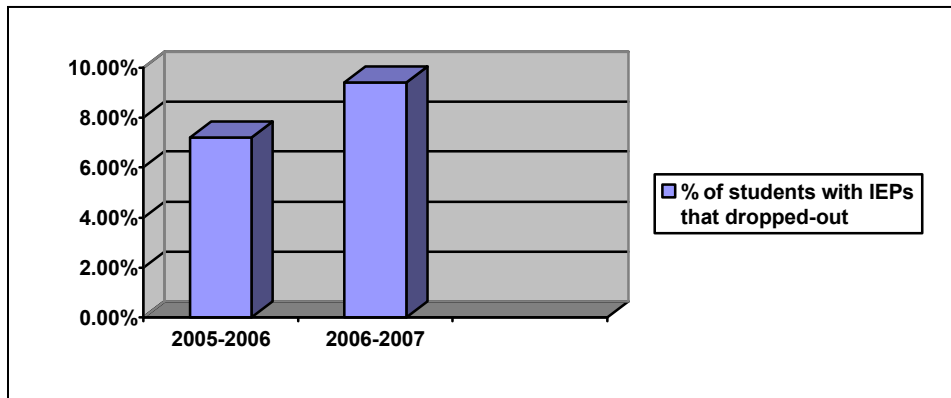
The February 2007 SPP has been revised to include 2005-2006 baseline data and the SPP includes new measurable and rigorous targets using the SEA calculation described above:

Total # of drop-outs grades 7-12 with IEPs

Total # of students with disabilities enrolled (Total membership) grades 7-12 with IEPs

05-06-----	3703 divided by 269	7.2%
06-07-----	1254 divided by 118	9.4 %

In FFY 2005 (2005-2006), the drop-out rate was 7.2% and for 2006-2007, the drop-out rate was 9.41%.



REVISION OF TARGET DATA

In response to the OSEP March 2006 correspondence, the SEA also revised the measurable and rigorous targets to reflect the requirements for this indicator. Below are the revised targets specifically addressing the percent of youth with IEPs dropping out of high school using the results of the new measurement for calculating drop-out percentages. All stakeholders were involved in the changes to this indicator.

FFY	Measurable and Rigorous Target
	•
2006 (2006-2007)	• Reduce the dropout rate to 7.0 percent for students with disabilities.
2007 (2007-2008)	• Reduce the dropout rate to 6.8 percent for students with disabilities.
2008 (2008-2009)	• Reduce the dropout rate to 6.6 percent for students with disabilities.
2009 (2009-2010)	• Reduce the total dropout rate to 6.4 percent for students with disabilities.
2010 (2010-2011)	• Reduce the dropout rate to 6.2 percent for students with disabilities.

District of Columbia State Transition Team attended the National Secondary Transition Technical Assistance Center's (NSTTAC) conferences in Denver, Colorado, "Making the Connection between Indicators 1, 2, 13 and 14 and in Charlotte, North Carolina. District of Columbia and other states received training on how to link these four indicators and align improvement activities to effectively improve student outcomes. OSSE's STO revised the improvement activities and aligned those activities and timelines for the 4 indicators.

The SEA, State Transition Office established collaboration with the National Dropout Prevention Center, the National Dropout Prevention Center for Students with Disabilities, the National Post-School Outcomes Center and the National Secondary Transition Technical Assistance Centers (e.g., conference attendance, participation in regional conference calls, etc.).

OSSE's STO made adjustments made to the timelines and activities in various initiatives to account for progress made and competing priorities:

1. Require schools with high dropout rates to engage in analysis of cause and develop specific improvement/corrective action plans to address deficiencies.
2. State Transition Council will review disaggregated graduation and dropout data and make recommendations to the OSSE for focused monitoring for LEAs falling well below state average for graduation and dropout rates.
3. Analyze data across indicators related to graduation (dropout, transition, parental involvement, suspensions and expulsions) to establish corollary relationships for focused monitoring.
4. The OSSE will examine transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. OSSE will disseminate standards after completion to interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.
5. The OSSE will host a Dropout Intervention Forum, which will provide an overview of dropout issues including: predictors, prevention strategies, and dropout prevention programs.
6. The OSSE will provide technical assistance and resources to LEAs on methods of decreasing dropout rates.
7. Include questions regarding reasons for drop-out will be included in the Post-School Outcome Survey for Indicator 14 in an effort to analyze reasons for drop-out and support creation of programs.
8. A training module on high quality transition planning and ways to engage students in the transition planning process to ensure students are involved in meaningful activities related to their transition to postsecondary life.

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included in "a" but not included in b, c, d, or e above.

Overall Percent = $[(b + c + d + e) \div (a)]$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $[(b + c + d + e) \div (a)]$.

Actual Target Data for 2006 (2006 - 2007):

3A.

Derivation of statistics

Data source: NCLB_DataReports_20070817.xls, the file used to generate website AYP information.

Populations: 36 DCPS schools 3, BOE schools, 6 Public Charter schools. There are 36 DCPS schools in this data set. 117 schools did not have to report AYP statistics because they did not have enough special education students to provide a meaningful statistical statement. For the same reason, BOE charter schools have only three schools that have relevant information, while 15 other charter schools did not. Likewise, there are six public charter schools with an adequate number of students for meaningful analysis and 32 schools that did not have sufficient numbers.

Variable of Interest: AYPPAS is YES if a school passed AYP or met Safe harbor; failure to pass AYP and Safe Harbor results in an AYPPAS is NO. % of Yes is calculated.

Results:

Lea Group	N	Proportion of AYP PASS=YES		
BOE LEAs	3	0.3333333	33%	(1 out of 3 schools) (Three LEAs)
DCPS LEA	36	0.1111111	11%	(4 out of 36 schools) (One LEA)
PUB CHARTER LEAs	6	0.1666667	17%	(1 out of 6 schools) (Six LEAs)

LEAs	"N"	AYP	AYP w/SPED Subgroup	%
9	w/40+			16%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

A.

The activities in this section of the indicator align with the states efforts to improve performance on the statewide assessment emphasizing the supportive strategies that benefit all students. The state provided technical assistance for the LEAs in job embedded strategies that align with the standards and curriculum. LEAs were given the benefits of committing to best practices in delivering differentiated instruction to increase performance of the subgroup of students with disabilities in meeting AYP.

Technical assistance and state programs included in the suspension/expulsion indicator reference positive behavior support activities that provide a positive learning environment. Those programs also enable students to focus on standards-based lessons and set the stage for positive outcomes for students with disabilities.

FFY	Measurable and Rigorous Target
2006	3A. NCLB targets for reading: elementary, 53.54%; secondary, 42.46% NCLB targets for mathematics: elementary, 58.94%; secondary, 46.54% 3B.

(2006 - 2007)	Beginning with 84% in the overall participation rate in the baseline year with gains of 4% a year based on the NCLB target, reaching 95% by 2007.
	3C. Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.

Actual Target Data for 2006 (2006 - 2007):

3A

There are 36 DCPS schools in this data set. The remaining schools did not have to report AYP statistics because they did not have enough special education students (fewer than 40) to provide a meaningful statistical statement. For the same reason, charter schools have only nine schools that have relevant information.

Percentage of schools that passed AYP or met Safe Harbor.

Results:

DCPS LEA	36	4 out of 36 schools (One LEA)	11.1%
CHARTER LEAs	9	3 out of 9 schools (Nine LEAs)	33.3%

Detailed information regarding all schools that were tested and have met AYP or Safe Harbor:

Elementary LEAs			
Tested LEAs	Reading AYP	Math AYP	Reading and Math AYP
19	5 (26.3%)	7 (36.8%)	1 (5.3%)

DCPS LEA (Elementary)			
Tested Schools	Reading AYP	Math AYP	Reading and Math AYP
101	35 (34.7%)	33 (32.7%)	27 (26.7%)

Secondary LEAs			
Tested LEAs	Reading AYP	Math AYP	Reading and Math AYP
21	11 (52.4%)	10 (47.6%)	7 (33.3%)

DCPS LEA (Secondary)			
Tested Schools	Reading AYP	Math AYP	Reading and Math AYP
41	9 (22%)	5 (12.2%)	4 (9.8%)

Derivation of statistics:

For each subgroup (DCPS, BOE, PUBC), there are three sources of information:

- a) 6,862 students with IEPs were assessed - Assessed SpCodesSpecEducationTestACMDLVL;
- b) Whether students received special accommodation (3 levels) or no accommodation;
- c) Whether students took regular test or alternative tests;
- d) 741 students with IEPs were not assessed/absent.

Results:

1. 3B. (a). 7603
2. 3B. (b). Participation rate for children with IEPs in a regular assessment with no accommodations.
26.0% (1979 / 7603)
3. 3B. (c). Participation rate for children with IEPs in a regular assessment with accommodations.
57.6% (4379 / 7603)
4. 3B. (c). Participation rate for children with IEPs in an alternate assessment against grade level standards.
6.6% (504 / 7603)
5. 3B. (d). Participation rate for children with IEPs in an alternate assessment against alternate achievement standards.
0% (0 / 7603)
6. 3B. Overall percent participation rate
90.4% (6862 / 7603)

3C

PROFICIENT				
Level	READING	MATH	ALTERNATIVE READING	ALTERNATIVE MATH
Frequency	722	447	120	124
Percent	11.35	7.03	23.81	24.60
Cumulative Frequent	6359	6359	504	504
Cumulative Percent	100.00	100.00	100.00	100.00

The timely provision of basic materials, supplies and equipment for general teaching of ALL students continues to be delayed within the traditional LEA. Timely provision of textbooks, supplemental materials,

audio-visual equipment, computers, scientific calculators, science kits, geography kits, etc. have required further planning to provide adequate funding.

Materials, supplies, equipment and training on the uses to promote differentiated instruction are evident in schools in the LEAs that have adopted the model inclusion program.

The implementation of scientific and comprehensive research- based technology programs will be reported in the 07-08 APR.

The evidence of the increased support for alternative programs (not for discipline) in the high schools to address alternative learning needs for all students including students with disabilities will be reported in the 07-08 APR.

The evidence of increased positive behavior supports and the creation of a positive learning environment to meet the learning needs of all students in schools will be reported in the 07-08 APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)

The improvement activities will be adjusted with input from the new OSSE staff in the 2008 APR.

Part B State Annual Performance Report (APR) for **2006** (2006 - 2007)

Overview of the Annual Performance Report Development:

The data in the 618 Table 5 Section A, Column 3B reported data from the 56 LEAs

Monitoring Priority: FAPE in the LRE

Indicator 4a: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

11.5% of districts

- B. ~~Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. (See SPP Indicator 4B.)~~

Note to public – Indicator 4B will not be reported in the 2006-2007 submission under direction of the US Department of Education - Office of Special Education Programs.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

State's "significant discrepancy." – Define (Environment, Identification & Discipline)

In the District of Columbia significant discrepancy is defined as suspension and expulsion of children with disabilities for greater than 10 days in a school year at a rate of greater than 5%, or greater than the state rate of suspension for general education students in this category. The baseline rate of 5% was determined by dividing the number of general education students that were suspended or expelled during FFY 2006 for greater than 10 days by the number of general education students enrolled in the state.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	<ul style="list-style-type: none"> Reduce the number of districts with significant discrepancies by an additional 2% from baseline.

Actual Target Data for 2007 (2006 – 2007):

Data from charter schools that chose DCPS to function as their LEA for special education were aggregated with DCPS data for the purpose of this analysis. Two districts reported data indicating significant discrepancies, rates of 7% and 41%, in the suspension of children with disabilities. Additionally, one school - a charter school using DCPS as its LEA - exceeded the 5% target. This school's special education suspension rate was 15.4%, derived from the suspension of a low number of students from its small special education population, and has minimal impact on DCPS' overall suspension rate. Three DCPS LEA charter schools had special education suspension rates in

excess of the general education suspension rate, but in no case did the special education rate exceed the 5% target. Therefore, DCPS is not among districts reporting discrepancies.

2007 Indicator 4A Summary		
Districts	36	100%
Districts reporting discrepancies	2	5.6

Prior year data was recalculated to consistently reflect charter schools using DCPS as their LEA.

2006 Indicator 4A Summary	
36	100%
12	33.3

Because some individual charter schools with small student populations are reported as districts, the suspension of a single IEP student out of a special education population of 4 students is significant enough to create a reportable discrepancy. As a measure of progress, 12 districts reported significant discrepancies for SY 2005 – 2006, as compared to only 2 for SY 2006 – 2007. In addition, of the charter schools using DCPS as their LEA, 6 reported discrepancies for SY 2005 – 2006, but only a single school reported discrepancies for SY 2006 – 2007. As in the current reporting year, in SY 2005 – 2006, the DCPS LEA charter schools did not have an impact on DCPS's overall meeting its 5% target.

2005-2006 Discipline per LEA with Discrepancies				
# Of LEAs	# Of LEAs Identified With Discrepancy	Range Of SD	% Significant Discrepancy	Ethnic Groups Suspended/ Expelled
54	1	*53%	5%	Black And Hispanic
	2	11%		
	3	*40%		
	4	12%		
	5	12%		
	6	12%		
	7	8%		
	8	8%		
TOTAL	8			
		% of LEAs w/Discrepancy of SPED		% of LEAs w/Discrepancy for Race/Ethnicity
54	8	14.8%		0

2006-2007 Discipline per LEA with Discrepancies				
# Of LEAs	# Of LEAs Identified With Discrepancy	Range Of SD	% Significant Discrepancy	
56	1	2 - 15%	5%	
	2	23 - 41%		
	3	1 – 7%		
TOTAL	3			
		% of LEAs w/Discrepancy of SPED		
26	3	5.34%		

*The District of Columbia converts all expulsions to suspensions.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

IMPROVEMENT ACTIVITIES:

- Reinstitute the in-house suspension program
No evidence of this activity instituted as a strategy.

- The 2006-2007 school years's focused on creating an inviting learning environment through differentiated instruction training.

The state has established differentiated instruction as a major component of its model inclusion program. The model program is used to address several strategies with instruction as the base to engage students with disabilities with the potential to drop out or participate in suspendable behaviors. As described throughout the report monthly inclusion sessions are conducted for teachers to continue to develop and increase the differentiated strategies in their buildings.

- Baseline data collect from all LEAS's that link into a common state data system which aggregates and disaggregates ALL suspended students.

Review of the state's policies, procedures and guidelines resulted in no change to the documents.

The data does not support significant discrepancies for those LEAs with over representation in discipline with students with disabilities.

The data collection for this indicator has been scheduled for improvement and will be included in the data collection system described in the overview.

- Plan and design academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.

New program development that initiates programs and provides incentives for alternatives/options to challenge appropriate behaviors. These activities emphasize the general education population where the data shows the problem exists.

Participation in the Peaceable Schools provided additional support including:

Peer Mediation, School Teams, Student Pledge, Red Ribbon. Each school identifies school staff for students to report cases of bullying and harassment.

Collaboration with outside community based organizations such as: Life Starts, Teen Champions, and Peace A'holics.

Liaison with mental health with 37 schools hosting onsite mental health services for students and parents.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)

The 2004 discipline data was collected in a process that does not allow reporting as required for baseline reporting in the 2005 SPP. The 2005 discipline data is being applied as SPP baseline data with progress/slippage reported in the 2006 APR. The 2005 data was collected from each of the LEAs and reported as the indicator required. The 2005 data collection method was self-reported via email and the 2006 data collection method was self-reported in a complicated excel spreadsheet process. Both methods were applied as interim methods of data collection until the state incorporates its new OSSE system, the state is including discipline in the new data system described in the overview.

The SPP has been revised with improvement activities that more directly focused on reaching the targets. The revisions eliminated improvement activities that though worthwhile activities were more

removed from the target goals. The revision includes an activity to review and monitor LEA plans that address significant drop-out, attendance, truancy, intervention plans. This activity will be reported in the 2008 APR.

The SEA has determined that the numbers reported for the 2006 618 suspension/expulsion Table 5 Data Report did not include charter LEA data as required. This error has been corrected for the 2006 SPP/APR by determining the percent of suspensions per LEA.

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)

Monitoring Priority: FAPE in the LRE

Overview of the Annual Performance Report Development:

Indicator 5: Percent of children with IEPs aged 6 through 21:

A. Removed from regular class less than 21% of the day;¹

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<ul style="list-style-type: none"> Increase students placed less than 21% of the day to 12.5%.

Actual Target Data for 2006 (2006 - 2007):

5A Removed from regular class less than 21% of the day	Number of children	Percent of children
OSSE Data	2,252	19.17%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

Staff development on differentiated instruction:

- In addition to the monthly inclusion/differentiated instruction a spring workshop and a summer institute maintained the staff development opportunities for the LEAs.

Increase the number of model inclusion programs in schools.

- New schools have been added to the number in the inclusion program.

Training on the use of the instructional materials and supplies including supplemental materials and intervention programs:

- This activity was not initiated in the 06-07 school year and plans are to direct the focus of this activity to the LEAs. The state office will continue with technical assistance

Indicator 5: Percent of children with IEPs aged 6 through 21:

B. Removed from regular class greater than 60% of the day; or

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	B. Reduce the number of students removed from regular class greater than 60% of the day to 14.5%.

Actual Target Data for 2006 (2006 - 2007):

5B Removed from regular class greater than 60% of the day	Number of children	Percent of children
OSSE Data	2,142	18.25%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

The staff development with both general and special education teachers on collaborative planning and teaching continues to be the focus to address increased students with disabilities receiving instruction in the general education setting.

B.

The activities to address students in this LRE focused on the increased numbers of students placed in separate facilities despite educational needs that dictate a less restrictive environment. The implementation of effective Student Support Teams (SST) in every LEA through activities of the State Improvement Grant continues despite the high turnover of administrators. Through SST, training was provided for schools on functional behavior assessment with the outcome of a usable process for implementation.

The state continues to approach the need to increase student placement in the least restrictive environment, with a focus on differentiated strategies.

The priority to increase the number of model inclusion programs in schools was supported through professional development and monthly support groups. The loss of the state facilitator in promoting the model program resulted in a limited increase in the effort to expand.

The continued training on positive behavioral intervention supports supported *effective* intervention programs in 35% of the schools in each LEA, including 12 charter schools and 35 DCPS implementing PBIS.

The number of students with disabilities continues to increase in this LRE.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007):

The original Indicator 5b on the SPP has been modified to reflect the actual targets set for the six year data reporting period. The original targets set indicated that DCPS would increase their numbers in the

greater than sixty percent, most restrictive categories. This is not our intension though the numbers did increase our goal is to decrease these numbers through the improvement activities. As noted the greatest single environment remains the 21% to 60% where students are in a lesser restrictive environment.

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)
Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	C. Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 29%.

Actual Target Data for 2006 (2006 - 2007):

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	Number of children (LREs D through G, Special Ed. charters)	Percent of children (LREs D through G, Special Ed. charters)
OSSE Data	3,021	25.72%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

Establish additional community based programs with support via MOUs with core community service agencies such as Health Services for Children with Special Needs, Dept. of Mental Health, Child & Family Services, Dept. of Youth Rehabilitation Services Agency, Rehabilitation Services Administration, Mental Retardation and Developmental Administration.

C.

Growth is evident in working with other agencies in placing students in the least restrictive environment through trainings, participating in meetings, and challenging court decisions that are inconsistent with IDEA.

The surrogate parent program was fully established.

Recommendations continue to be submitted for appeal of orders (HOD) that were inconsistent with IDEA.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for 2006 (2006 - 2007):**

The original Indicator 5b on the SPP has been modified to reflect the actual targets set for the six year data reporting period. The original targets set indicated that DCPS would increase their numbers in the greater than sixty percent, most restrictive categories. This is not our intension though the numbers did increase. Our goal is to decrease these numbers through the activities.

5D Removed from regular class 21% to 60% of the day.	Number of children	Percent of children
OSSE Data	4,329	36.86%

As noted, the greatest single environment remains the 21% to 60% where students are in a lesser restrictive environment.

Indicator 6 is omitted per direction from OSEP

Part B State Annual Performance Report (APR) for 2006 (2006-2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 7: *Percent of preschool children with IEPs who demonstrate improved:*

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. **Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.**
- b. **Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- c. **Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.**
- d. **Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**
- e. **Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.**

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Key SEA and LEA positions vacancies in 2006FFY resulted in no collection of baseline data on the percentage of children with IEPs who demonstrate improved: positive-emotional skills; acquisition and use of knowledge and skills; and the use of appropriate behaviors to meet them. The District of Columbia SEA did identify the Battelle Developmental Inventory from the Early Childhood Outcomes Centers (ECO) recommended list as the required assessment tool that will be used by all LEAs. The state also determined that all LEAs will use the ECO Center Child Outcome Summary Rating Scale to report to the

SEA. The entry-level measurement will occur at the initial IEP, and/or thirty days after entering a preschool, pre-kindergarten or kindergarten. The second (exiting) measurements will be conducted at the end of the school year. **The SEA will use census data for this indicator.**

Baseline Data for FFY 2005- (2005-2006):

Staffing shortages in SEA and LEA in 2005-2006, 2006-2007 and 2007-2008 resulted in an inability to access available data on the improvement baseline data. The 2008-2009 improvement baseline data will be provided and reported in the 2010 Annual Performance Report.

Discussion of Baseline Data:

There is no baseline data to discuss at this time.

FFY	Measurable and Rigorous Target		
Improvement Activities	Timelines	Resources	Status
The state will identify an early childhood special education committee.	December 2006	Monitoring Unit 619 Coordinator	Completed
The early childhood special education committee will identify an appropriate assessment tool and a system for collecting data.	January 2008	Early Childhood Supervisor	Completed
The District of Columbia will implement indicator 7 data collection plan.	March 2008- June 2009	State Early Childhood Special Education Coordinator	OSSE will hire a state Early Childhood Special Education Coordinator by March 1, 2008
Identify improvement activities for implementation during the 2009 FFY.	January 2010	Early Childhood special education committee	
2006 (2006-2007)	Identify an appropriate assessment instrument for measuring positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs. Identify a system for collecting data from preschool LEA programs. Implement the system; collect baseline data.		

Activity	Person Responsible for Implementation	Timeline
The OSSE will conduct an introduction to indicator 7 meeting with all LEAs.	State Early Childhood Special Education Coordinator	March 2008
The OSSE will conduct relevant training for all LEA on the use of assessment instruments, scoring, data reporting, etc.	State Early Childhood Special Education Coordinator	April-May 2008
The OSSE will determine how the data system will house and report data.	State Early Childhood Special Education Coordinator /State Data Personnel	May 2008
All LEAs will complete initial assessments.	LEA Directors of Special Education	October 2008
All LEAs will report entry data to the District of Columbia SEA.	LEA Directors of Special Education	November 2008
The OSSE will analyze and report data results.	State Early Childhood Special Education Coordinator /State Data Personnel	December 2008
The OSSE will provide entry level data results in 2009 APR	SEA	February 2009
All LEAs will complete exit assessment.	LEA Directors of Special Education	May 2009
All LEAs will report baseline data on the percentage of children with IEPs who demonstrated improved positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs.	LEA Directors of Special Education	July 2009
The OSSE will analyze and report data results.	State Early Childhood Special Education Coordinator /State Data Personnel	October 2009
The District of Columbia will provide baseline data results in 2010 APR	OSSE	February 2010

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(A))

Measurement: Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	68.5% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for FFY 2006:

Display 8-1: Percent of Parents Who Report that the School Facilitated Their Involvement

	FFY2006
Total number of Parent respondents	722
Number who reported school facilitated their involvement	563
Percentage who reported school facilitated their involvement	78.0%

The target of 68.5% was met.

In FFY2006, the survey was distributed to all parents of children receiving special education services. A total of 10,359 surveys were distributed and 722 were returned for a response rate of 7.0%. This response rate represents a significant improvement over the response rate achieved in FFY2005 (1.4%).

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a “6” (Very Strongly Agree) on each of the 26 items received a 100% score; a respondent who rated their experiences with the school a “1” (Very Strongly Disagree) on each of the 26 items received a 0% score.

A respondent who rated their experiences with the school a “4” (Agree) on each of the 26 items received a 60% score. (Note: a respondent who **on average** rated their experiences a “4”, e.g., a respondent who rated 8 items a “4,” 9 items a “3” and 9 items a “5,” would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that school facilitated their involvement.

The OSSE has continued its partnership with the Mountain Plains Regional Resource Center to develop, analyze and report the results of the parent satisfaction survey. The survey was distributed to all parents whose children are eligible for special education and related services in the District of Columbia **by inserting the survey in student backpacks for those** eligible students attending a District school, and mail delivery to others.

Reliability and Validity

An assessment was made that examined the demographic characteristics of the children of the parents who responded to the survey with the demographic characteristics of all special education students and the results indicated that the survey provided an accurate response. This comparison indicates the results are representative by various key characteristics such as race/ethnicity and primary disability. For example, 75% of the parents who returned a survey indicated that their children are African American and 90% of special education students are African American; 5% of parents who returned a survey indicated that their children are Hispanic and 6% of special education students are Hispanic. Even though parents of African American students were a little less likely to respond than parents of students of other race/ethnicities, a significant percentage of African American respondents did respond; further, results did not vary significantly by race/ethnicity, so no weighting of responses was necessary. Another example is 9% of the parents who returned a survey indicated that their children have an emotional disturbance and 15% of special education students have an emotional disturbance; 9% of parents who returned a survey indicated that their children have speech **and** language impairment and 8% of special education students have speech **and** language impairment. Parents of students from each primary disability category and grade level responded to the survey. Lastly, the increased response rate from 1.4% in FFY2005 to **7.0% in FFY2006** increases the reliability of the results and shows a marked improvement on the part of the DC Public Schools.

Explanation of progress or slippage that occurred for FFY 2006:

As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement increased from FFY2005 to FFY2006. Possible reasons for the increase are the result of the committee’s decision to send the majority of the surveys via “backpack” delivery and giving the parent the option of returning the survey to the school or mailing it to the state office. This provided the parent with **a** comfortable connection with their child’s school rather than a mailing company.

Display 8-2: Percent of Parents Who Report that the School Facilitated Their Involvement, Results Over Time

	FFY2005	FFY2006
Total number of Parent respondents	151	722
Number who reported school facilitated their involvement	103	563
Percentage who reported school facilitated their involvement	68.2%	78.0%

Discussion of Improvement Activities Completed for FFY 2006:

The new Office of the State Superintendent of Education, as a part of transitions, will develop improvement plans for this indicator. The implementation of parent resource centers as improvement activities was not initiated in 06-07 and there is no current plan for them.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-07)

Improvement Activities	Timelines
Action Steps to Review and Revise Policies and Procedures	<i>Target Date</i>
Complete work on the preliminary development of the Parent Involvement survey	August 2006
Finalize the parent involvement survey	Fall 2006
Collaborated with the MPRRC to finalize survey and analyze data.	Fall 2006
Refine survey instruments as needed and begin distribution of survey questionnaires to parents.	November 2006
Collection and analysis of results, ranking of LEAs based upon survey results.	June 2006 on-going
Periodic meetings with TA partners to review data analysis and developing continuous improvement strategies.	Ongoing
Multiple teleconferences with MPRRC to receive TA	Ongoing
Identify questions containing the least favorable response and develop strategies to increase parent participation	March 2007 changed to Ongoing
Provide technical assistance to LEAs on agency participation in IEP meetings	Ongoing
Restructure the interagency council by The OSSE to ensure that students exiting school system will transition successfully into an adult agency.	07-08
See indicator 12 for activities that address survey item 12.	Ongoing
Identify The OSSE office that will take the lead on parent and community activities.	2007- 2008
Work with MSSRRC to develop and implement successful methods to communicate special education information in a way that parents understand.	Ongoing
LEAs will provide evidence of parent trainings focused on reinforcing the areas with the low survey rankings	2008-2009
OSSE will provide information to the LEAs through technical assistance based on the data analysis.	2009-2010
New monitoring process fully established to ensure that the LEAs are in compliance with the OSSE policies and procedures.	2010-2011

See attachment IND 8 – Parent Survey

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)**Overview of the Annual Performance Report Development:**

The review of data collected for Indicator 9, and a review of policies and procedures were used to determine whether any disproportionate representation was the result of inappropriate identification. The results identified potential areas of concern. The monitoring unit that is in the process of being transitioned will include the LEA/schools in their monitoring schedule and will report the results in the 2008-2009 APR. Both over and under-representation were considered in the review of the data and these areas will also be a part of the 2007 APR.

Disproportionate representation in the District of Columbia is determined by the status of the LEAs in over- or under-identification of more than a 20% variation between total student and special education populations.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	By FFY 2006 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Actual Target Data for 2006 (2006 - 2007):

Indicator 9 Summary		
Category	Number of districts	Percent of districts
Districts	36	100%
Districts reporting	33	91.7%
Districts submitting incomplete data	3	8.33%
Districts w/ no apparent	20	55.6%

disproportionality		
Districts w/ $n > 40$ IEP students	10	27.7%
Districts w/ $n > 40$ and potential disproportionality	3	8.3%

For Indicator 9, data from the charter schools that have selected DCPS to serve as their LEA for special education are aggregated with data from DCPS. The above chart indicates that of the 33 districts reporting, 3 submitted insufficient data for analyses. There are **three** districts (or **8.3%**) with more than forty IEP students whose potential disproportionality should be investigated for inappropriate identification. **Districts that have more than 40 IEP students, but whose disproportionality calculations are influenced by the presence of low numbers of students of particular racial or ethnic groups in the general and special education populations are not included in this total.**

Analyses of all districts were performed and attachment IND 9 has the summary of these findings.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

Begin use of Focus Monitoring site visits to determine which LEAs need to revise specific policies, procedures and/or practices used to identify and place students with disabilities in special education. Monitoring visits will result in the development of campus or LEA improvement plans that describe, with specificity, the concrete steps to be taken to eliminate the disproportionality of over-representation of identification at the individual campus or LEA.

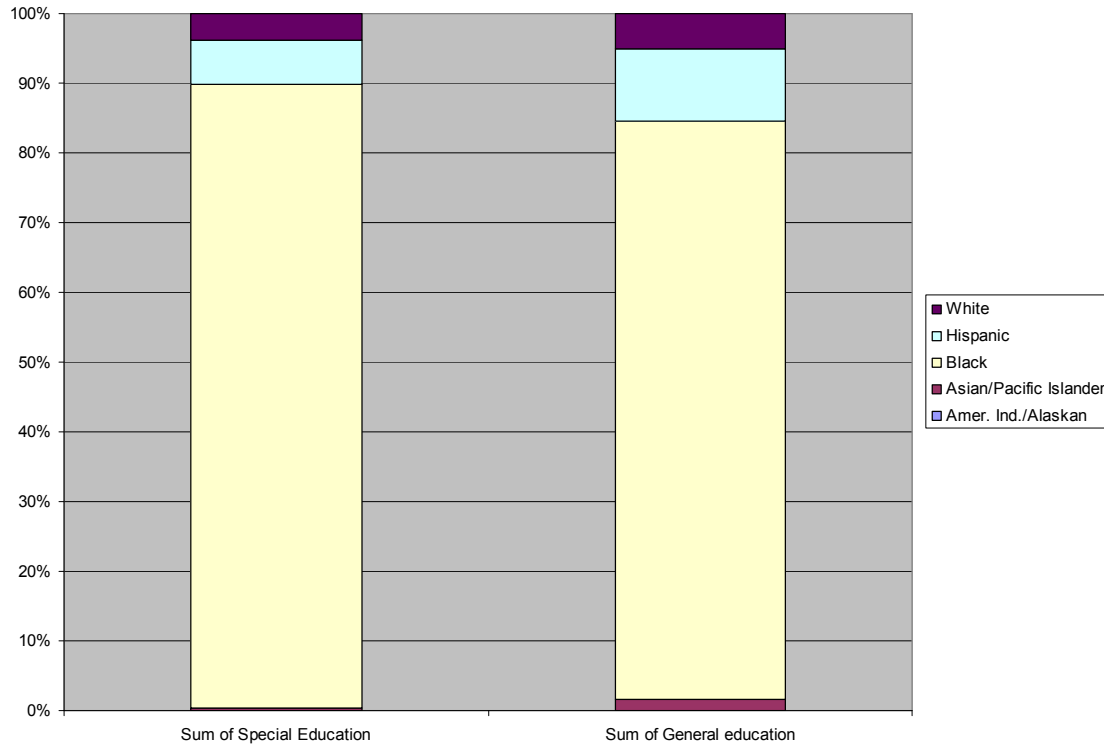
Provide technical assistance and professional development to LEAs to increase knowledge and awareness about issues related to disproportionality, over-representation, and cultural diversity for improving educational outcomes for students.

Develop baseline data, data collection, state-level monitoring and technical assistance annually as needed to achieve established targets and to eliminate disproportionality that is the result of inappropriate identification and placement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007))

The review of policies and procedures were used to determine whether the disproportionate representation was the result of inappropriate identification. The results only identified potential areas of concern. The monitoring unit that is in the process of being transitioned will include the LEA/schools in their monitoring schedule and will report the results in the 2008-2009 APR. Both over and under-representation were considered in the review of the data and these areas will also be a part of the 2007 APR.

Significant discrepancy in the District of Columbia is determined by the status of the LEAs in over-identification of more than a 20% variation between total student and special education population.



Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)**Overview of the Annual Performance Report Development:**

The review of data collected for indicator 10, and a review of policies and procedures were used to determine whether any disproportionate representation was the result of inappropriate identification. The results only identified potential areas of concern. The monitoring unit that is in the process of being transitioned will include the LEA/schools in their monitoring schedule and will report the results in the 2008-2009 APR. Both over and under-representation were considered in the review of the data and these areas will also be a part of the 2007 APR.

Disproportionate representation in the District of Columbia is determined by the status of the LEAs in under- or over-identification for any disability category of more than a 20% variation between the racial and ethnic composition of students in the disability category and the racial and ethnic composition of the total student population

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	By FFY 2006 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Actual Target Data for 2006 (2006 - 2007): Composition Index, risk index, and risk ratio were used to evaluate disproportionality in specific disability categories. In addition, data Table 1 Child Count from the 618 reports were used for this indicator. The data was analyzed by calculating the 20% composition range, the relative difference in composition, the risk index and risk ratio per racial/ethnic group and disability category. For Indicator 10, data from the charter schools that have selected DCPS to serve as their LEA for special education are aggregated with data from DCPS. This category represents the majority of special education students in the District of Columbia.

District of Columbia Relative Difference in Composition					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White

Autism	-100%	-73.52%*	0.51%	-32.37%*	77.38%*
Deaf / Blindness	-100%	-100%	20.95%*	-100%	-100%
Dev. Delay	-100%	-10.77%*	11.64%	-84.81%*	-14.62%*
Emotional Disturbance	-100%	-96.25%*	19.93%	-92.98%*	-98.80%*
Hearing Impaired	-100%	-100%	-4.15%	49.04%*	4.71%
Mental Retardation	-100%	-100%	16.32%	-66.29%*	-92.30%*
Multiple Disability	-100%	-62.53%*	8.76%	-45.14%*	-28.30%*
Other Health Impaired	-100%	-87.42%*	4.94%	-40.03%*	28.41%
Orthopedic Impairment	-100%	-100%	11.64%	-24.05%*	-100%
Speech & Language	-100%	-46.79%*	4.03%	-30.93%*	12.43%
Specific Learning	-67.76%*	-79.07%*	7.68%	-29.71%*	-35.83%*
Traumatic Brain Injury	-100%	-100%	20.95%*	-100%	-100%
Visual Impairment	-100%	-100%	-0.09%	71.72%*	-100%

* These combinations of racial/ethnic group and disability category fall outside the .2 / 20% composition range suggested as a standard to provide consistency among states.

Relative difference in composition is arrived at by first determining a racial/ethnic group's proportion of the total (general + special education) student population, and by determining that racial/ethnic group's proportion of the special education population. The final calculation is: (racial/ethnic group's special education composition – racial/ethnic group's general education composition) / racial/ethnic group's general education composition X 100 = percent relative difference in composition.

Within the six reportable high incidence disability categories, areas of potential disproportionality based on the composition index are highlighted in red where a significant population of general or special education students is involved. For example, American Indian/Alaskan Native special education students are consistently under-represented; however, the data reflect relatively few students. As with comparisons of general and special education populations for indicator 9, in no case do the disability category populations match the overall racial/ethnic distribution. However, the analysis indicates that of all racial and ethnic groups, only Black students are represented in disability categories within 20% of their representation in the total student population. Areas of concern indicated by the composition index should be considered in conjunction with risk indices and risk ratios.

DCPS Risk Index					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	0.49%	0.51%	0.31%	0.74%
Emotional Disturbance	NA	0.10%	3.18%	0.50%	0.55%

Mental Retardation	NA	NA	2.46%	0.71%	0.22%
Other Health Impaired	NA	0.10%	0.23%	0.09%	0.22%
Speech & Language	NA	1.17%	1.92%	1.71%	2.74%
Specific Learning	2.63%	1.76%	9.07%	6.04%	6.01%

The formula for risk index is: number of students of a racial/ethnic group with a particular disability / number of students of the same racial/ethnic group in the total student population (general + special education) X 100 = risk index.

Comparing individual racial/ethnic disability groups with the total DCPS population results in risk indices significantly below the 15% threshold specified in the *State Performance Plan*. Therefore, areas where the risk indices are significantly higher than for other racial/ethnic groups or disability categories have been **flagged**.

District of Columbia Risk Index					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	0.10%	0.38%	0.26%	0.67%
Deaf / Blindness	NA	NA	0.01%	NA	NA
Dev. Delay	NA	0.20%	0.25%	0.03%	0.19%
Emotional Disturbance	NA	0.10%	3.23%	0.48%	0.54%
Hearing Impaired	NA	NA	0.09%	0.14%	0.10%
Mental Retardation	NA	NA	2.41%	0.70%	0.16%
Multiple Disability	NA	0.50%	1.45%	0.73%	0.96%
Other Health Impaired	NA	0.10%	0.84%	0.48%	1.02%
Orthopedic Impairment	NA	NA	0.08%	0.05%	NA
Speech & Language	NA	0.80%	1.57%	1.04%	1.69%
Specific Learning	2.78%	1.80%	9.28%	6.06%	5.53%
Traumatic Brain Injury	NA	NA	0.04%	NA	NA
Visual Impairment	NA	NA	0.04%	0.07%	NA

The formula for risk index is: number of students of a racial/ethnic group with a particular disability / number of students of the same racial/ethnic group in the total student population (general + special education) X 100 = risk index.

Comparing individual racial/ethnic disability groups with the total DCPS population results in risk indices significantly below the 15% threshold specified in the *State Performance Plan*. Therefore, areas where the risk indices are significantly higher than for other racial/ethnic groups or disability categories have been **flagged**. The risk indices indicate Blacks in Emotional Disturbance and Mental Retardation; Blacks and Whites in Speech and Language; and all racial/ethnic groups in Specific Learning all have elevated risks. (The risk for American Indian/Alaska Native may be disregarded – there is not a significant population in this racial/ethnic category.) It may also be unusual that no Asian/Pacific Islander special education students are classified in Mental Retardation.

District of Columbia Risk Ratio					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	0.26	1.03	0.65	1.86
Deaf / Blindness	NA	NA	NA*	NA	NA
Dev. Delay	NA	0.89	2.51	0.14	0.85
Emotional Disturbance	NA	0.04	6.99	0.16	0.19
Hearing Impaired	NA	NA	0.80	1.58	1.05
Mental Retardation	NA	NA	5.26	0.31	0.07
Multiple Disability	NA	0.37	1.87	0.52	0.71
Other Health Impaired	NA	0.12	1.37	0.57	1.31
Orthopedic Impairment	NA	NA	2.51	0.74	NA
Speech & Language	NA	0.53	1.29	0.67	1.13
Specific Learning	0.32	0.21	1.70	0.68	0.63
Traumatic Brain Injury	NA	NA	NA*	NA	NA
Visual Impairment	NA	NA	1.00	1.87	NA

* Only students of a single racial/ethnic group are in these disability categories so no relative risk may be calculated. Otherwise, NA indicates the absence of students.

The formula used to calculate risk ratio is: (number of students of a racial/ethnic group with a particular disability / number of students of that racial ethnic group in the total [general + special education] student population) / (number of students of all other racial/ethnic groups with the same disability / number of students of all other racial/ethnic groups in the total [general + special education] student population) = risk ratio.

Risk ratio, or relative risk, analysis provides somewhat different results, highlighting high ratios for Whites to be classified with Autism (as also shown in composition analysis) and Other Health Impaired. The generally low risk ratios for Specific Learning Disability must be considered in tandem with risk index: because all racial/ethnic groups have a heightened risk of being classified Specific Learning, the risk ratios are not uniformly high. The greatest concentration of high risk ratios is for Black students. High ratios in Hearing Impaired, Orthopedic Impairment, and Visually Impaired are not highlighted because these should be objective, rather than subjective, classifications.

Several factors make composition and risk calculations difficult when analyzing non-traditional LEAs, because the individual charter school populations in disability categories are often not large. Therefore, the non-traditional LEAs are considered as a whole. The point of doing so is that cumulative data trends may identify any overall areas of concern indicating potential disproportionality that may be investigated on the level of individual schools. The accompanying charts detail areas for potential investigation within these schools. It is important to consider what is revealed by each of these cumulative data metrics.

Non-traditional LEA Relative Difference in Composition					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White
Autism	-100%	-100%	4.31%	-51.2%*	26.71%*
Deaf / Blindness	NA	NA	NA	NA	NA
Dev. Delay	-100%	-100%	-9.30%	35.55%*	181.58%*
Emotional Disturbance	-100%	-100%	7.14%	-38.44%*	-85.47%*
Hearing Impaired	-100%	-100%	13.38%**	-100%	-100%
Mental Retardation	-100%	-100%	6.87%	-60.00%*	-22.10%
Multiple Disability	-100%	-21.86%*	1.08%	-17.29%*	18.12%*
Other Health Impaired	-100%	71.01%	1.53%	-45.38%*	65.48%*
Orthopedic Impairment	-100%	-100%	13.38%**	-100%	-100%
Speech & Language	-100%	-100%	-9.30%	82.99%*	58.39%*
Specific Learning	-100%	-100%	1.26%	3.58%	-30.27%*
Traumatic Brain Injury	-100%	-100%	13.38%**	-100%	-100%
Visual Impairment	NA	NA	NA	NA	NA

* These combinations of racial/ethnic group and disability category fall outside the .2 / 20% composition range suggested as a standard to provide consistency among states. -100% and NA indicate there are no students.

** Fewer than 5 students.

The effect of relatively small numbers may be seen in the occurrence of -100%, indicating no students for comparison, and NA, indicating no students in the disability category. Blacks are generally over-represented in a variety of disability categories, but under-represented in Developmental Delay and

Speech and Language Impaired. Nevertheless, the over-representation does not fall outside the .2 / 20% range indicative of significant disproportionality. The opposite conditions apply to Hispanics. Whites are over-represented in Other Health Impaired, Speech and Language Impaired, and significantly in Developmental Delay.

Non-traditional LEA Risk Index					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	0.30%	0.14%	0.36%
Deaf / Blindness	NA	NA	NA	NA	NA
Dev. Delay	NA	NA	0.23%	0.35%	0.72%
Emotional Disturbance	NA	NA	1.33%	0.77%	0.18%
Hearing Impaired	NA	NA	0.01%	NA	NA
Mental Retardation	NA	NA	0.74%	0.28%	0.54%
Multiple Disability	NA	1.32%*	1.70%	1.39%	1.99%
Other Health Impaired	NA	1.32%*	0.78%	0.42%	1.27%
Orthopedic Impairment	NA	NA	0.01%*	NA	NA
Speech & Language	NA	NA	1.35%	2.72%	2.35%
Specific Learning	NA	NA	5.51%	5.64%	3.80%
Traumatic Brain Injury	NA	NA	0.03%	NA	NA
Visual Impairment	NA	NA	NA	NA	NA

* Single student.

The risk index highlights somewhat different areas of potential disproportionality. Using the total non-traditional LEA population for comparison results in no risk exceeding the 15% cut-off, but Black, Hispanic and White students' Multiple Disability risks being relatively higher indicates that students attending non-traditional LEAs may be over-represented in this disability category. Similarly, all racial/ethnic groups have relatively high Specific Learning Disability risks. Hispanic and White students also are at higher risk for Speech and Language Impaired.

Non-traditional LEA Risk Ratio					
	Amer. Ind. / Alaskan	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	0.00	1.54	0.47	1.28
Deaf /	NA	NA	NA	NA	NA

Blindness					
Dev. Delay	NA	0.00	0.54	1.40	2.99*
Emotional Disturbance	NA	0.00	2.30	0.60	0.14
Hearing Impaired	NA	NA	NA*	NA	NA
Mental Retardation	NA	0.00	2.20	0.38	0.77
Multiple Disability	NA	0.78*	1.10	0.81	1.19
Other Health Impaired	NA	1.73*	1.15	0.52	1.69
Orthopedic Impairment	NA	NA	NA*	NA	NA
Speech & Language	NA	0.00	0.54	1.98	1.61
Specific Learning	NA	0.00	1.12	1.04	0.69
Traumatic Brain Injury	NA	NA	NA*	NA	NA
Visual Impairment	NA	NA	NA	NA	NA

* Fewer than 5 students.

Black students have relatively high risk ratios for Emotional Disturbance and Mental Retardation, both confirmed by the composition index for these categories. Hispanic and, to a greater extent, White students have higher risk ratios for Speech and Language. Whites also have a higher risk ratio for Other Health Impaired. Black, Hispanic, and White students have nearly uniform risk ratios for Multiple Disability, reflecting the uniformly elevated risk for this category.

The cumulative effect of these metrics is to suggest that potential disproportionality exists in non-traditional LEAs for Black special education students to be somewhat over-represented in Emotional Disturbance and Mental Retardation and under-represented in Speech and Language; for Hispanic students to be over-represented in Speech and Language and under-represented in Emotional Disturbance and Mental Retardation (the opposite conditions from Black students); and for White students to be over- and under-represented in the same disability categories as Hispanic students. The generally higher risk of all three racial/ethnic groups for Multiple Disabilities and Specific Learning (highlighted in orange) may indicate that all special education students attending non-traditional LEAs are disproportionately over-represented in these disability categories.

Indicator 10 Summary		
Category	Number of districts	Percent of districts
Districts	56	100%
Districts reporting	53*	94.6%
Districts w/ data problems	24	42.9%
Districts w/ no apparent disproportionality	21	37.5%
Districts w/ potential disproportionality	19	33.9%

Districts w/ $n > 40$ IEP students	14	25.0%
Districts w/ $n > 40$ and potential disproportionality	11	19.6%

* Two non-traditional LEAs (charters) have no special education students.

There is some overlap between the data problems and potential disproportionality categories. Eleven districts (19.6%) have more than forty IEP students and potential disproportionality. The districts, or non-traditional LEAs with 40 or more IEP students and potential disproportionality (some of which may be caused by data reporting problems) are D, C, C2, F, H, K, M, M2, P, S and W. Districts whose disproportionality calculations are influenced by the presence of a very low number of students in the special education population are not included.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

Formulate a comprehensive training initiative to discuss root causes, corrective actions, methodology and best practices for addressing risk

Conduct a workshop for DCPS public, non- public and charters schools on the impact of risk

Develop roundtable discussions regarding the topic risk of disproportionality with State Agency Administrators, practitioners, educators and stakeholders

Align best practices and procedures with policy compliance. Institute policy compliance initiatives for all DCPS staff, public schools, and charters

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)
[If applicable]

The actual numbers are being evaluated to determine which data prevents identification of individual students and will be made available with the next special conditions submission.

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 120 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- # of children for whom parental consent to evaluate was received. - 3322
- # determined not eligible whose evaluations were completed within 60 days (or State established timeline). 247
- # determined eligible whose evaluations were completed within 60 days (or State established timeline). 1151

Account for children included in “a” but not included in “b” or “c”. Indicate the range of days beyond the timeline when the evaluation was completed and any *reasons for the delays.

Late & Not Eligible - 265

Late & Eligible - 1104

Open & Ontime - 242

Open & Late - 313

Percent = [(b + c) divided by (a)] times 100. - 42.08%

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	100% compliance with timelines

Actual Target Data for 2006 (2006 - 2007):

A review of existing data for SY 2006-2007 reveals that DCPS received 3322 consent for evaluation forms signed by parents. DCPS completed 1398 of all assessments within prescribed timeframes. This figure reflects 1104 evaluations which led to eligibility determinations and 265 evaluations which led to ineligibility determinations.

*In instances where assessments were not completed within the prescribed timeframe, the range of time for completion was 61 days to 433 days. Reasons for the delays included: school closures, parent requests to postpone or reschedule testing, service providers failed to perform and deliver evaluations to DCPS in the prescribed timeframe. It should be noted that on the SPP Indicator 11 submission, a typographical error was made in the first sentence of the second paragraph. The sentence should read “[a] review of existing data for **SY 2005-2006** reveals that DCPS received 2985 consent for evaluation forms signed by parents.”

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

The State data reveals a improvement in the number of evaluations that were completed timely (42.08 vs. 22.3%). Although this number falls well below the 100% compliance with timelines requirement, the State is confident that the trend will be continued improvement for SY 2007-2008 and beyond.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)

[If applicable]

The State offers no revisions to proposed targets as the targets are mandated by the United States Department of Education’s Office of Special Education Programs.

Part B State Annual Performance Report (APR) for 2006 (2006-2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Report Period July 1, 2006 through June 2007		
a. # of children who have been served in Part C and referred to Part B for eligibility determination.	119	
b. # of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthday.	7	
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	26	
d. children for who parent refusal to provide consent caused delays in evaluation or initial services.	48	
Percent = [(c) divided by (a – b – d)] times 100	40.06	

Children included in a, but not included in b, c or d.	The range of days beyond the third birthday when eligibility was determined and the IEP developed	The reasons for the delays.
34 of those found eligible who have an IEP developed beyond the third birthday.	# IEP developed beyond: Less than 30 day beyond third birthday=16 30 days beyond third birthday= 15 60 days beyond third birthday=3	Missed time-line due to lack of staff.
4 of those referred determined to be not eligible and whose eligibilities were determined beyond their third birthday.	# eligibility determined : 30 days beyond third birthday= 2 60 days beyond third birthday=1 90 days beyond third birthday=1	Missed time-line due to lack of staff.
2 children moved prior to the eligibility determination. 2 parents withdrew consent		
Measurable Rigors Target for (2006)		
2006 (2006 - 2007)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.	

Actual Target Data for (2006):

2006 (2006 – 2007)	40.06% of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (Insert FFY):**Improvement Activities (2006 FFY)**

In the recent reorganization of the District of Columbia State Education Agency, state level early childhood special education administrative positions separate and apart from Local Educational Agency (LEA) early childhood special education administrative positions have been allotted for and advertised. The separation and creation of state level positions will allow for a more effective and inclusive coordination of services among all of the District of Columbia's LEAs. Additionally, the following state improvement activities were accomplished during the 2006 FFY.

- The District of Columbia SEA secured a linkage of Part C and Part B District of Columbia Public School (DCPS) LEA data bases for the transferring of information on children served in Part C.
- The number of children who were served in Part C and referred to DCPS Part B and found eligible and their IEP developed and implemented by their third birthday, increased from 37% in the 2005 FFY to 62% during the 2006 FFY.
- A MOU with DCPS LEA and the community Head Start/ Early Head Start largest grantee was signed during the 2006 FFY.

Explanation of Slippage (2006 FFY)

The following factors impacted the District of Columbia ability to achieve the Measurable Rigors Target (MRT) during the 2006 FFY. (1) District of Columbia Public Schools was the only LEA participating in the transition process for children served in Part C to Part B. Therefore the data presented only represents those children who were served in Part C and referred to the District of Columbia Public Schools LEA. Data at the state level was not collected on the number of children who were served in Part C and may have transitioned successfully by their third birthday to the District of Columbia's other LEAs. (2) The additional team funded by the District of Columbia government which was assigned to DCPS early childhood special education division to focus on completing over-due assessments and over-due IEPs was removed in December of 2006, therefore, staffing for the 2006 FFY was not sufficient enough to keep up with the number of referrals received, (it should be noted that a permanent assessment team which included two occupational therapist and a physical therapist was added to the DCPS early childhood special education division in September 2007). (3) The DCPS LEA which receives the majority of the referrals from Part C, continues to be challenged with a substantial number of parents not providing consent, which resulted in delays in evaluation or initial services (4) Personnel vacancies at the State level did not allow for the implementation of many of the State Performance Plan (SPP) Improvement Activities which have the potential for assisting in meeting the 2006 MRT.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005 FFY)

Improvement Activities	Timelines	Justification
<i>The OSSE will initiate a Public Relation campaign with the goal of highlighting the benefits of referring children who have received Part C services to the LEAs for eligibility determinations, as well as highlighting the quality early childhood programs that are available among the LEAs.</i>	<i>May 2008 and ongoing</i>	<i>State level personnel vacancies necessitate the need to revise the time lines.</i>
<i>Provide opportunities for parents to register their children and initiate the referral process at the transition meeting.</i>	<i>June, 2008 and ongoing</i>	<i>State level personnel vacancies necessitate the need to revise the time lines.</i>
<i>Increase the number of LEAs that attend transition meetings.</i>	<i>July 2008 and ongoing</i>	<i>State level personnel vacancies did not allow development of State policy and transition training therefore a revision to the timeline is required.</i>
<i>The OSSE will work with the Department of Human Services to develop a comprehensive, current and compliant memorandum of understanding inclusive of all LEA representation that addresses ensuring Part C children's transition meetings are held no less than 90 days prior the child's third birthday .</i>	<i>June 2008 and ongoing</i>	<i>Difficulties with coordinating regularly scheduled meetings with Part C necessitate a revision to timelines.</i>
<i>The OSSE will assist LEAs with hiring and/or securing contracts for additional staff to assist in addressing the back log of assessments and implementation of the SPP related to early childhood.</i>	<i>June 2008</i>	<i>Additional staffing is required to effectively implement indicator 12 of the SPP.</i>

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post secondary goals.

BASELINE DATA 2005-2006

2005 (2005-2006)	39% of IEPs of students 16 and above included coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post secondary goals.
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2005-2006 (CHART 1)

LEA	Total #	# Comp	# NC	% Compliant
LEA 1	1450	540	910	39%
LEA 2				
LEA 3				
LEA 4				
LEA 5	25	25	0	100%
LEA 6	6	4	2	67%
LEA 7	17	14	3	82%
TOTAL	1498	583	915	39%

Actual Target Data for 2006 (2006 - 2007):

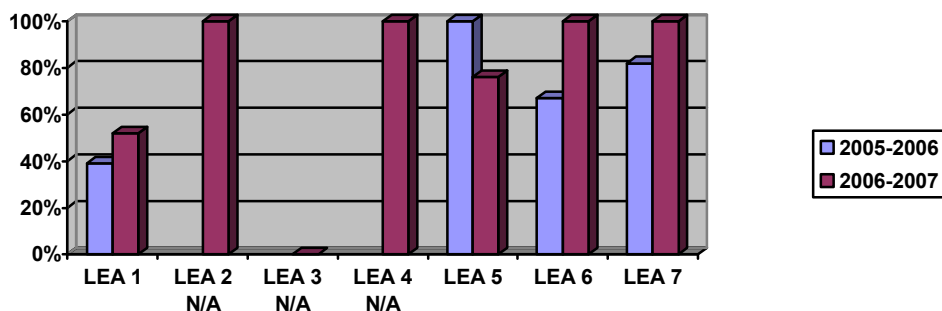
2006 (2006-2007)	54% of IEPs of students 16 and above included coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post secondary goals.
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2006-2007 Data (Chart 2)

	Total # of students	# Comp	#NC	%Compliant
LEA 1	1606	843	763	52%
LEA 2	43	43	0	100%
LEA 3	19	0	19	0%
LEA 4	22	22	0	100%
LEA 5	38	29	9	76%
LEA 6	9	7	2	78%
LEA 7	7	7	0	100%
TOTAL	1744	951	793	54 %

COMPARATIVE DATA % Compliant 05-06 and 06-07 (Chart 3)

	05-06	06-07
LEA 1	39%	52%
LEA 2	Did not report	100%
LEA 3	Did not report	0%
LEA 4	Did not report	100%
LEA 5	100%	76%
LEA 6	67%	100%
LEA 7	82%	100%

**Discussion of Baseline Data**

In 2005-2006, The State Transition Office (STO) directed all LEAS to utilize the IEP checklist for Transition Services and report the results of the self-assessment no later than October 15, 2006. The SEA also required that all LEA directors sign and return a data certification form to verify the validity and accuracy of the data.

In the 2005-2006 State Performance Plan, the state reported and named all “LEAs” with students 16 and above with disabilities. In reviewing the 05-06 data, the state found that some schools listed as LEAs were district charter schools and not LEAs. Therefore, the 2005-2006 data has been revised to report accurate data per LEA. In addition, the district charter school data was combined with District of Columbia Public Schools (DCPS) data and now accurately reports data as one LEA (LEA 1). The SEA, STO also found that three LEAs did not report data for 05-06 (LEA’s: 2, 3 and 4). There were a total of 7 LEAs with students 16 and above with disabilities in 05-06 and 06-07.

The STO also verified data submitted by the LEAs by using the IEP checklist the LEAs submitted and conducting focused monitoring of student’s IEPs. The SEA chose the LEAs that reported the highest number of noncompliance and the LEAs that reported 100% compliance. These LEAs were chosen to further substantiate the data and to ensure that the IEP checklists were being properly completed.

Correction of Non-Compliance

Using the results of the self-assessment/IEP checklist, the SEA, STO determined where the noncompliance occurred. These results were used to identify state and local policy issues, and to develop focused technical assistance and training.

State Issues: The STO found that the SEA IEP forms did not allow for the development of coordinated, measurable, annual IEP goals and transition services. Therefore, the SEA developed new IEP forms and instructions. The STO provided training to all LEAs on the new forms and specifically, how to develop measurable annual goals for transition services.

Local Issues: Further analyzing the results of the self-assessment revealed issues with local policies and practices, therefore the SEA required that all LEAs utilize the District of Columbia SEA Transition Manual created by the State Transition Office that provides guidelines and procedures for properly implementing transition services.

In 2006-2007, the STO directed all LEAS to utilize the IEP checklist for Transition Services and report the results of the assessment no later than October 16, 2007. The OSSE also required that all LEA directors sign and return a data certification form to verify the validity and accuracy of the data.

For the 2006-2007 reporting year, the STO made substantial progress in complying with the requirements of this indicator. The STO was able to gather data from all 7 LEAs and verify the validity of this data by random monitoring of all 7 LEAs.

The 2006-2007 results of the assessment showed that 54% of youth with disabilities IEPs aged 16 and above, included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet their post-secondary goals. The

- The comparative data shows an overall **15% gain** from last reporting year’s 2005 Baseline data of 39%.
- LEA 1 (the largest LEA), had a 13% increase in the number of students with compliant IEPs.
- LEAs 6 and 7 (very small LEAs), came into 100% compliance within 1 year.
- LEA 5 reported a decrease in the number of compliant IEPs due to the large number of transfer students without compliant IEPs for transition services.

The STO provided all LEA directors with the results of the monitoring and self-assessment reports identifying areas of non-compliance with child-specific information.

LEA 1 received specific training geared towards correcting areas of non-compliance. The SEA found that some of the non-compliance was due to the use of IEP forms that did not allow for the development of measurable goals and objectives. The SEA utilized the policy and procedures manual

to provide LEA 1 with targeted training to address this issue and other areas of non-compliance, such as: inviting agencies likely to provide or pay for transition services to IEP meetings. The SEA is now requiring that LEAs utilize this manual. The SEA will continue to monitor for correction of non-compliance and require that LEAs submit evidence of correction of non-compliance.

Improvement in correction of non-compliance should continue to occur as more IEPs are developed using the new IEP forms for transition services developed by the SEA and the continued utilization of the policies and procedures manual by LEAs. The LEAs that were able to correct non-compliance did so, by being able to implement the new transition forms/IEP forms for all students with disabilities in their building and participation in SEA trainings.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

- The State Transition Office created and disseminated new IEP forms and guidelines to all LEAs. The IEP forms include instruction on how to develop appropriate measurable goals and objectives for transition services. The forms are completely aligned with IDEA 2004 for transition services and will allow the OSSE to appropriately monitor compliance with this indicator.
- The State Transition Office conducted over 20 trainings over the 2006-2007, including a Summer Institute to all LEAs including LEA directors and local staff. The training included, but was not limited to: how to develop measurable goals and objectives for transition services; how to administer age-appropriate transition assessment; and inviting agencies likely to provide and/or pay for transition services to IEP meetings, etc. Each participant received the State Transition Training Manual that provides detailed instruction on IEP development for transition services.
- Each LEA received a self-monitoring form similar to the IEP checklist for Transition Services. The LEAs were instructed to use these forms quarterly to ensure compliance with transition services.
- In an effort to identify and correct non-compliance in a timely manner and adequately provide targeted technical assistance and training, the State Enforcement and Investigation Division, Office of Monitoring and Compliance will conduct focused-monitoring to gather required data for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)

[If applicable]

District of Columbia State Transition Team attended the National Secondary Transition Technical Assistance Center's (NSTTAC) conferences in Denver, Colorado, "Making the Connection between Indicators 1, 2, 13 and 14 and in Charlotte, North Carolina. District of Columbia and other states received training on how to link these four indicators and align improvement activities to effectively improve student outcomes. As a result of the training and technical assistance District of Columbia has received over the year from NSTTAC and other technical assistance centers such as the National Post-School Outcome Center and the National Drop-out Center, OSSE revised the improvement activities and aligned those activities and timelines for the 4 indicators (see State Performance Plan). In addition, using the results of Indicator 14, data will be interpreted to determine the level of transition services received while in school. These results will be used to identify future improvement activities and strategies for improvement.

Part B State Annual Performance Report (APR) for _____ 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Baseline Data
2005 (2005 - 2006)	56% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.

Actual Target Data for 2006 (2006 - 2007):

Representative of Respondent Pool Compared to Total Exiters for DC
Schools: 2005-06 School Year

DC	Census		Respondent Pool	
	Counts	Percent	Counts	Percent
All 2005-06	637			
Learning Disabilities	282	44%		
Emotional Disabilities	92	14%		
Mental Retardation	80	13%		
All Other Disabilities	183	29%		
Disability not Reported	128	20%		
Female	258	41%		
Gender not Reported	8	1%		
Minority	492	77%		
Ethnicity not Reported	140	22%		
Dropout	160	25%		
Exit Type not Reported	141	22%		

Note:

Disability not Reported: 115 out of 128 were from Non-Public Schools
 Gender not Reported: 8 out of 8 were from Non-Public Schools
 Ethnicity not Reported: 140 out of 140 were from Non-Public Schools
 Exit Type not Reported: 141 out of 141 were from Non-Public Schools

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	60% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.

The **Potsdam Institute of Applied Research** (PIAR) is a university-based research institute with the mission of helping communities, schools and agencies with data, evaluation, survey, and reporting needs. PIAR is working on local, regional and statewide projects to meet this mission.

The Potsdam Institute for Applied Research was established in April of 2001 on the SUNY Potsdam Campus to formalize and strengthen the professional partnership between SUNY Potsdam, and the St. Lawrence-Lewis BOCES.

PIAR and its staff have conducted numerous research projects. Of particular relevance for this RFP is the experience the Potsdam Institute for Applied Research has with the New York State Longitudinal Post School Indicators Survey Project (PSI). This is a longitudinal study of students with disabilities, funded by the New York State Education Department. This project studies the transition of two samples of New York State students with disabilities in the five years immediately following completion of high school. The PSI project utilizes self-administered questionnaires and phone interviews to gather data directly from students and their parents.

Additionally, the PSI staff work with over 150 school districts to collect student record data on the student subjects. Much of this data is collected over the Internet using web-based instruments designed and technically supported by the PSI staff. Interviews were conducted by PIAR using a modified form of the National Post-School Outcomes Center Post-School Data Collection Protocol. Call Center hours included early morning through evening hours, seven days per week, except holidays. English and Spanish-speaking interviewers were available. A maximum of 40 calls per former student was made, varied across time-of-day and day-of-week. Baseline data was used based on these results, however, not representative of the population. DC SEA will continue to update the SPP/APR as data is received from Potsdam University.

The District of Columbia State Performance Plan # 14 mail out survey was sent to 496 SY2005-06 public school exiters on Wednesday, January 30, 2008. The mail out survey included a cover letter written by the DC Office of the State Superintendent of Education explaining the purpose of the survey and was signed by Margaret R. McLeod, Ed.D., Assistant Superintendent for Special Education. The mailing included a self-addressed, stamped envelope so that the completed surveys would be returned to Potsdam Institute for Applied Research for data entry. The OSSE has provided a list of exiters from 2005-06 non-public schools that includes addresses for 77 students. The mail out survey to nonpublic school exiters will be mailed to those people on February 1, 2008. This mailing will also include the

survey cover letter from the OSSE as well as a self-addressed stamped envelope to return the completed survey to PIAR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

- The OSSE is currently developing a state data collection system that will adequately track 618 data including graduation and drop-out data, information necessary in reporting on this indicator.
- PIAR in collaboration with the State Transition Office did finalize the survey questionnaire for this indicator.
- State Transition Office collected exiting data, including the names and contact numbers of all students who exited 2005-2006 from non-public unit and Charter schools.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)
[If applicable]

As a result of the training and technical assistance District of Columbia has received over the year from NSTTAC and other technical assistance centers such as the National Post-School Outcome Center and the National Drop-out Center, OSSE will revise the improvement activities and align those activities and timelines for the 4 indicators.

Revisions included in the SPP:

Create a State data Collection System to adequately capture exit data.

A training module on high quality transition planning and ways to engage students in the transition planning process to ensure students are involved in meaningful activities related to their transition to postsecondary life.

Analyze data across indicators related to graduation (dropout, transition, parental involvement, suspensions and expulsions) to establish corollary relationships for focused monitoring.

OSSE will examine transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. OSSE will disseminate standards after completion to interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.

OSSE will examine transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. OSSE will disseminate standards after completion to interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.

Questions regarding participation meaningful programs will be included in the Post-School Outcome Survey for Indicator 14. These questions will be added in effort to report the total number of students who participated in these programs and those who do not and if participation in these programs resulted in more positive post-school outcomes.

Summer Transition Institute, including special educators and an interagency team with the focus on graduation and drop-out prevention

OSSE will continue to seek assistance from the national technical assistance providers such as NPSO, NDPC, NSTTAC, etc

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2006	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification

Actual Target Data for (2006)

a: Compliance Issues Identified through Monitoring, Compliance, Hearings, etc.

<i>Areas of Non-Compliance</i>	<i># of Findings</i>	<i># Corrected within one year</i>	<i>% Corrected within one year</i>
2006-2007	75	0	0
2005-2006	43	0	0
All LEAs with noncompliance will be entered into the enforcement process. See Attachment IND 15			

During the 2006-2007 school years, the Office of Monitoring & Program Certification conducted monitoring on 25 Local Education Agencies. Of the 25 LEA's monitored, 3 LEA's were found **not** to have any areas of noncompliance. Within the monitoring cycle, there were 7 areas of noncompliance identified through monitoring reports.

The District of Columbia Public Schools, State Education Agency has required a Corrective Action Plan from the LEA's to address any and all areas of noncompliance

The State Education Agency is addressing the nonresponsiveness of LEAs to state complaints. The State Education Agency is seeking Board Rules to strengthen its ability to sanction LEAs for noncompliance in that respect. The Chief State School Officer has directed the Deputy Chief State School Officer to review the progress of LEAs in correcting deficiencies and to recommend sanctions for noncompliance. Further, DCPS has been designated a high risk grantee and as a part of that designation LEAs have stricter reporting requirements. In addition, the SEA meets monthly with the OSEP Part B monitor as a part of the response to the High Risk designation to review the progress towards the special conditions imposed on the Part B grant. Finally, the SEA will establish quarterly reviews with and reports to LEAs that were identified as having issues related to noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

During the 2005 – 2006 school year, the SEA utilized a cyclical comprehensive compliance monitoring system which focused on the critical performance areas identified through the state level continuum of continuous improvement monitoring process (CIMP). Prior to beginning the onsite monitoring schedule for the 2005-2006 school year, the SEA was faced with the closure of a special education Therapeutic Public Charter School. This special education charter school was under corrective action and had sanctions imposed by the SEA for non compliance in providing special education and related services. Based on the immediate needs of that local education agency, the SEA, Office of Monitoring and Program Certification (OMPC) assumed responsibility for the LEA's programs and operation from January 17, 2006 to April 30, 2006. This was necessary because the LEA surrendered its charter on January 16, 2006.

This assignment delayed the SEA from following the previously outlined schedule for monitoring LEAs in the District of Columbia.

The SEA was able to resume the scheduled onsite reviews in April 2006. Prior to the onsite visit to LEAs, the local education agencies participated in a self study process, while the SEA reviewed available data such as the school report card, Special Education Performance reports, Child Count information, and Conflict Resolution data along with previous compliance monitoring reports. During the onsite review, additional information was gathered through parent surveys, staff interviews and student file reviews. A final report is generated which presented an overview of the Monitoring process, and identified areas of strength and noncompliance with specific requirements for corrective action.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006

Activity	Timelines	Resources
Revise the computer data tracking system, (Encore) to:	September 2007	Office of Information Technology State Education Agency
Provide easily retrievable data and reports <ul style="list-style-type: none"> • Generate letters to LEAs notifying them of pending corrective action items • Notify LEAs through Head of Schools when reports are due on progress • Generate monthly reports related to compliance timelines 	March 2007	National Center for Special Education, Accountability Monitoring (NCSEAM) Mid-South Regional Resource Center, DCPS State Education Agency
Realign the current Monitoring processes and products to fully support SPP indicators	February 2007	State Education Agency
Propose Board of Education Rules to Provide guidance to all LEAs on sanctions for noncompliance	June 2007	DC Board of Education State Education Agency Mid-South Resource Center
Develop centers to determine if an LEA is in need of assistance, needs intervention, or need substantial intervention, consistent with the section 616 of IPEA and establish procedures for initiating action consistent with the federal regulations	May 2007	State Education Agency SPP Review Committee
Implement the Placement of Students with disabilities in Nonpublic Schools Amendment Act of 2006	Emergency legislation passed December 19, 2006	Council of the District of Columbia DCPS State Education Agency, DC state Education Office Mid-South Region

After a thorough review of monitoring reports and records it is clear that while monitoring took place in 04-05 school year the results of those monitoring activities were not reported until December of 2005. The letters of corrective action plans were not submitted timely with the monitoring practices during that period. In respect to the 2006 – 2007 monitoring period the reports have been submitted on time and the attachments provide the current process developed with the assistance of Mid-South Regional Resource Center and National Center for Special Education Accountability.

There were no corrections made regarding the 2005-2006 reports however the follow-up on those findings with the LEAs incorporated with the new process.

The mechanism to address the noncompliance of complaint investigations will be reported in the 2007 APR developed under the new state office.

The SPP Committee recognizes that the misrepresentation of dates is of significant concern. The state team after careful review of the existing data was unable to ascertain the reason for the discrepancies. The state has since initiated an investigation with the then existing employees to seek further clarification regarding this matter. To date we do not have a final explanation, however this probing should result in a definitive response by the 2008 APR reporting period. The investigation will include all noted reported discrepancies. The state is currently following the regulation guidelines for evaluations, including the parents appropriately. Review of state guidelines on this topic were reinforced in several training sessions.

Part B State Annual Performance Report (APR) for**2006 (2006 - 2007)**

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

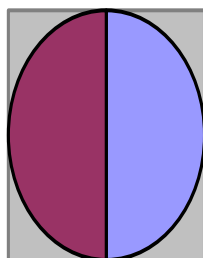
(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$.

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	100%

Actual Target Data for 2006 (2006 - 2007):

During FFY 2006 – 2007, a total of 20 signed written complaints were filed with the SEA's State Complaint Office for the time period July 1, 2006 through June 30, 2007. Thereafter, 4 complaints were withdrawn or dismissed for lack of subject matter jurisdiction. Of the 16 formal complaints investigated, 8 resulted in reports with findings and 8 resulted in reports with no findings of violations of the IDEA. Moreover, 12 of the complaint reports were issued within the statutory 60-day timeline and 4 complaint reports were issued after 60 days, but within the timelines set after extensions were granted.



☐ reports with findings of violations
☒ reports with no findings of violations

The District of Columbia's State Complaint Office calculated the data to be 100% which is unchanged from FFY2005.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

During 2006 – 2007 SY, an additional investigator was hired, thereby giving the SEA's State Complaint Office two full-time investigators.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)*[If applicable]*

During FFY 2006 – 2007, the SEA's State Complaint Office continued with a number of the activities listed in the 2006 APR. Unfortunately, budgetary constraints and personnel changes hampered the State Complaint Office's efforts to bolster its public relations/promotional campaign. Representatives from the State Complaint Office went on various speaking engagements to inform stakeholders about the office and its function. The State Complaint Office and its companion offices relocated from one facility to another facility during the spring semester of the school year. The move may have caused some disruption to the flow of operations and activity but the facilities appear to be more customer friendly.

In spring 2007, the State Complaint Office completed the hiring of one full-time investigator to fill the previously existing vacancy. The State Complaint Office has requested additional staffing to assist with its completion of activities for 2007 – 2008 and beyond. Additionally, the State Complaint Office has submitted to the newly formed Office of the State Superintendent of Education its strategic plan for the remainder of FFY 2007.

Presently, one parent service center has been opened and others will presumably open. In the interim, the State Complaint Office will continue to collaborate with the Parent Training and Information Center to provide technical assistance and to obtain referrals.

Part B State Annual Performance Report (APR) for _____ 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: 2313 divided by 2824 = 819 x 100 = 81.9%

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	As identified by the Office of Special Education Programs, DC Public Schools will achieve 100% compliance with all timelines for issuing final hearing officer decisions

Actual Target Data for 2006 (2006 - 2007): For the 2006-2007 reporting period, 2,824 due process complaints were received. 2313 were fully adjudicated with a compliance rate of 81.9%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

The data for reporting period 2006-2007 shows that 7.6% (176) of hearing requests resulted in the issuance of untimely final hearing officer determinations. The State Education Agency has added four additional hearing rooms for the Student Hearing Office to adjudicate hearings and have added additional hearing officers to adjudicate timely hearings. This will allow the hearings coordinator to schedule a larger number of hearings within a shorter period of time. It should also reduce the amount of time that a case has to be scheduled on the master hearing docket.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)

[If applicable]

There are four peak months for the filing of due process complaints and late decisions reflect pressures on the dispute resolution system that resulted from the increase in the volume of hearings requested during the spring and summer months. The increase in the number of rooms and hearing officers should have the effect of increasing percentages in compliance rates. Prior to May 2007, the Student Hearing Office had to fight to secure rooms to conduct hearings. Currently, in our new location, we have 8 dedicated hearing rooms, digital recording equipment, telephones in each room and 6 additional hearing officers available to adjudicate hearings.

Part B State Annual Performance Report (APR) for _____ 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: 101 divided by 1114 x 100 = 9%

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	The LEA will convene a resolution session meeting with the parent within 15 days of receiving notice of the parents' filing of a due process complaint. The target is 6% compliance.

Actual Target Data for 2006 (2006 - 2007): The target for this period was 6%. The district exceeded the target with a 9% compliance rate.

NOTE: The 2005-2006 target was not reported however; it was set at 3%, which the District complied with.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 (2006 - 2007):

Through education and training the District exceeded its target of 6% compliance and increased it to 9%. Training is ongoing for schools and special education personnel and should result in a steady increase of resolution sessions with settlement agreements resulting.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 (2006 - 2007)
[If applicable]

Marketing, continuous training and positive interaction with parents may result in more successful resolution sessions. If the rate of improvement continues, we may want to revise our rigorous target.

Part B State Annual Performance Report (APR) for 2006**Overview of the Annual Performance Report Development:****Monitoring Priority: Effective General Supervision Part B / General Supervision****Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2006	<i>20% successful mediations</i>

Actual Target Data for 2006:

In the 2006-2007 reporting period this office received a total of 21 mediation requests from July 1, 2006 through June 30, 2007. Most of the requests were related to a Due Process Hearing and were requested as an alternative to resolution meetings. There were a total of 6 mediations held with the assistance of a third-party mediator. One (1) of these mediations resulted in a successful mediated agreement. This agreement was not related to a Due Process Hearing. The percent of mediation agreements was 16.67 percent, which was down from 23.1 percent from the data reporting year of 2005-2006. There seems to be a down trend with the usage of mediation since the inception of the resolution meetings. However, mediation in this jurisdiction has been under utilized in the past.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

Improvement activities reported in the 2005-2006 reporting period included increasing the number of mediators to handle mediations. The Office of Mediation and Early Dispute increased the number of mediators by two (3) during the 2006-2007 reporting period. However, one of the additional mediators became unavailable due to family illness during the same reporting period as well.

The Office of Mediation and Early Dispute Resolution continued to do training and offer technical support to Local Education Agencies regarding methods of alternative dispute resolution and conflict management training. This training and technical assistance has been in group settings and on a one to one basis.

The Office of Mediation and Early Dispute Resolution increased its staff in the latter part of the reporting period to include Disposition Specialists. They are responsible for providing technical support and training to Local Education Agencies, and to assist parents with early dispute resolution of special education matters. It is also the plan to have this new staff develop and assist with activities that will help to promote the usage of mediation as an effective ADR for handling special

education dispute matters. Since the staff increased the latter part of this reporting period there will be more discussion about the results of this staff in the next reporting period.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006

[If applicable]

No revisions are necessary to Proposed Targets/Improvement Activities/Timelines/Resources for this reporting period of 2006-2007.

Part B State Annual Performance Report (APR) for 2006 (2006 - 2007)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel, and resolution meetings; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2006 (2006 - 2007)	State data is reported accurately and timely, 100%.

Actual Target Data for 2006(2006 - 2007):

The District of Columbia achieved a 76.6% rating for timely and accurate data submission and reporting:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006(2006 - 2007):

a.

Great progress has been reached in responding to indicator 20/618 data reporting, and DCPS plans continued improvement. The ultimate resolution rests in the implementation of the OSSE electronic data system.

The electronic data has been submitted on time however the accuracy in the review process prior to submission has not been effective. The returned reports that reflect significant errors are the results from the constant change in staff responsible for the data fields. The data returned for corrections has been successfully resubmitted and loaded for all but one table. The correction to the outstanding table is delayed due to a problem in correcting the electronic table. The hard copy has been corrected. However, the data for this indicator and the others will greatly benefit from the new data system being designed through the state office.

b.

Extra effort was required for this indicator to make-up for the lack of a systemic data collection system. The LEA directors were required to submit the nine page data report designed specifically for this project. The form was introduced at the SEA federal grants training during the summer in hard copy and on disk. This effort has improved the LEA to SEA response to submitting the data from a nonexistent system to this rudimentary system. The new format of requesting data for the 05-06 SY proved to be a necessary process for tracking LEAs; however the process proved problematic to the LEAs and will not be used for the 07-08 data collection. Validation of the LEA data was authenticated by the LEA director's confirmation.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005 - 2006)

Updates to the DCPS SEA data collection system will be in the 2007 APR

ATTACHMENTS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

STATE EDUCATION AGENCY

INDIVIDUAL EDUCATIONAL PROGRAM

(IEP)

SERVICE DELIVERY PROCESS DOCUMENTS

PROVISION

OF

FREE APPROPRIATE PUBLIC EDUCATION

FOR

STUDENTS WITH DISABILITIES

SEA – IEP Updates 7/11/2007

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS’
STATE EDUCATION AGENCY**

SERVICE DELIVERY PROCESS DOCUMENTS

CONTENTS

1. MDT NOTES GUIDELINES
2. MDT NOTE PAGES
(New)
3. PLACEMENT GUIDELINES

DISTRICT OF COLUMBIA

U.S. Department of Education
Office of Special Education Programs

Special Conditions Reports
(Reporting Period May 12, 2007 – December 31, 2007)
February 1, 2008

Deborah Gist
State Superintendent of Education

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Special Conditions Report
Page Two**Introductory Statement**

The Office of the State Superintendent of Education (OSSE) strives to report to OSEP, our stakeholders and the public valid, reliable and accurate information and data. Since filing the last report in May 2007, the OSSE has begun transitioning to a new state data collection system and is in the process of completing the search for a special education data system. Both systems will be essential in supporting the collection of the data required for most of the OSEP reports. Activity has already begun on implementing a Statewide Longitudinal Education Data Warehouse (SLED) which will become the main repository for current and historical education data relating to students and teachers in publicly funded schools in the District of Columbia.

The data submitted in this report pertaining to initial evaluations, reevaluations, LRE and implementation of due process hearing determinations has been generated through Encore and spreadsheets designed to collect the needed data.

A. Initial Evaluations and Reevaluations**(a) Initial Evaluations – Bi - Annual Numbers (05/12/07 – 12/31/07)**

► (a) The children who, as of the end of the previous reporting period (May 11, 2007), had been referred for, but not provided, a timely initial evaluation and placement: **103**

► (b) The number of children referred for initial evaluation and placement whose initial evaluation and placement became overdue during the reporting period: **502**

► (c) The number of children, from (a) and (b) above, who were provided initial evaluations and placements during the reporting period: **319**

Old Late = **75**

New Late = **244**

► (d) The number of children who had not been provided a timely initial evaluation and placement at the conclusion of the reporting period: **286**

Old Late = **28**

New Late = **258**

► (e) The percentage of timely initial evaluations and placements provided to children with disabilities whose initial evaluation deadlines fell within the reporting period: **42.7%**

New Due = **876**

Timely = **374**

Special Conditions Report
Page Three

► (f) Average number of days overdue: 69.79 days

*Initial Evaluations and Reevaluations (cont.)***A. (b) Triennial Evaluations – Bi-Annual Numbers (05/12/07 – 12/31/07)**

► (a) The children who, as of the end of the previous reporting period May 11, 2007, had not been provided a timely triennial reevaluation: 1415

► (b) The number of children whose triennial reevaluation became overdue during the reporting period: 1542

► (c) The number of children, from (a) and (b) above, who had been provided triennial reevaluations during the reporting period: 593

Old Late = 241

New Late = 352

► (d) The number of children who had not been provided a timely triennial reevaluation at the conclusion of the reporting period: 2364

Old Late = 1174

New Late = 1190

► (e) The percentage of timely triennial reevaluations provided to children with disabilities whose reevaluation deadlines fell during the reporting period: 37.2%

New Due = 2459

Timely = 917

► (f): Average number of days overdue: 199.22 days

Strategies to Reduce the Number of Overdue Initial Assessments and Reevaluations.

The D.C. Public Schools (DCPS), the District's largest Local Education Agency (LEA), has addressed this issue in a variety of ways. First, weekly reports are sent to schools identifying overdue assessments and IEPs. These weekly reports are monitored and tracked by the Office of Special Education in DCPS. Schools that do not consistently reduce their numbers are targeted and sent additional resources. If the pattern continues, appropriate sanctions are implemented.

**Special Conditions
Page Four**

Additionally, through the auspices of Blackman/Jones special education reform, a number of initiatives have been developed and implemented. One such strategy is addressing the backlog of hearing officer determinations as well as proactively reaching out to parents to resolve their issues as soon as a due process complaint is filed. Because the subject matter of such due process complaints is often assessments, placements and reevaluations, these numbers will hopefully be reduced.

Also, a case management program has been implemented in conjunction with the OSSE. This case management program assigns a case manager to a number of selected students within eight DCPS schools to flag situations where assessments or IEPs become overdue and coordinate the resources to meet the deficiencies for those assigned students.

Information on the Lack of Progress and Efforts to Reevaluate Strategies.

As a first step toward eliminating the problem of untimely evaluations and reevaluations, DCPS has conducted a review of its special education coordinators, who are primarily responsible for school-level compliance. A number of problems and resolutions have been identified. First, coordinators are responsible for compliance with IEP and assessment timeliness but are often poorly qualified to do their jobs. In addition, coordinators are often ineffectively distributed to schools and carry caseloads that are extremely unbalanced. Also, accountability for coordinator performance falls under the Office of Schools rather than the Office of Special Education.

To address these issues, the DCPS Office of Special Education is exploring a plan to reorganize roles and responsibilities of special education coordinators, add IEP clerks, and focus hiring efforts around:

- COMPLIANCE: Hire IEP clerks to coordinate IEP meetings and assessments
- ACHIEVEMENT: Hire new teacher mentors to improve the quality of special ed instruction
- PROGRAM OPERATIONS: Hire program specialists

The accountability for these positions would rest with the Deputy Chancellor for Special Education rather than the principal. The DCPS Office of Special Education feels that with the reorganization, there will be two distinct roles, one to focus on quality of programming and the second to focus on day to day operational needs (i.e., scheduling meetings, assessments and completing required paperwork). This will allow individuals to be hired based on the

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Page Five

requirements of the distinct positions which will in turn reduce the number of overdue initial evaluations and reevaluations and increase the quality of programming within special education.

Also, through Blackman/Jones, a number of pilot special education models revolving around streamlined service delivery to special education and general education students will commence in DCPS schools during the next school year. These include a mental health full purpose school model, a School-wide Applications Model and public/private partnerships.

B. Implementation of Due Process Hearing Decisions**1. Bi - Annual Numbers (5/13/2007- 12/31/2007)**

► (a) The number of children whose hearing officer determinations (HODs), as of the expiration of the last reporting period (5/13/2007), had not been implemented within the time-frame established by the hearing officer or DCPS:

In the past report, 1221 cases were reported as open as of 5/12/07.

► (b) The number of children whose hearing officer determinations had not been Implemented within a time-frame established by a hearing officer or DCPS (Became overdue) during the reporting period:

UNKNOWN how many became overdue during this timeframe. ****

► (c) The number of children from (a) and (b) above whose hearing officer Determinations were implemented during the reporting period:

Because there is no number for (b), this question cannot be fully answered. Overall, during this reporting period, 478 cases were implemented.

► (d) the number of children whose hearing officer determinations had not been Implemented in a timely manner at the conclusion of the reporting period:

979 cases

Special Conditions
Page Six

► (e) the percentage of hearing officer determinations that had been implemented in a timely manner during the reporting period:

**5.0% based on the 72 cases known to be implemented
timely during this reporting period**

**Explanation Regarding the Numbers and Barriers Hindering Compliance with
Hearing Officer Determinations –**

Pursuant to DCPS policy developed in response to OSEP's directive to impose timelines for certain HODs where none were ordered (i.e. cases involving independent educational evaluations) (see DCPS Letter to OSEP dated April 5, 2004), such "untimed" cases are, for the most part, included in the Numbers set forth above.

****DCPS is currently relying on Klemm Analysis Group data rather than Encore, whose data has been regularly incorrect. As a result, the type of data collected has differed from the past and has created inconsistencies between the two reporting periods. The answers to (b)-(e) are based on KAG data. For the time period of (b), with KAG data, DCPS cannot determine what became overdue during the reporting period but can answer definitively what became overdue after the reporting period in (d). Based on the Blackman-Jones Agreement of the Parties (12/10/2007) and the Backlog-reduction plan filed with the Court on January 19, 2008, DCPS has relied on the KAG data. The timing of the implementation plan has created delays in reporting, thus affecting the special conditions report. OSSE is putting in place a special education docketing system (March 2008), a special education data system (July 2008) and state longitudinal warehouse (fall 2008) that will be used by DCPS and other LEAs and will ensure the validity, reliability and accuracy of special education data.

**Strategies Being Implemented to Reduce the Number of Children Whose Hearing
Officer Decisions (HODs) are not Implemented in a Timely Manner**

These strategies are described in the attached agreement between plaintiffs and defendants in the Blackman Jones litigation.

C. Ensure Placement in the Least Restrictive Environment (LRE)

The District of Columbia State Office of Special Education has developed and prepared guidelines as representative of the 'MDT Guidelines' and "Placement Guidelines" submitted in its June 1, 2007, FFY 2006 Special Conditions

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Page Seven**

Progress Report. The District took steps to ensure that all Local Education Agencies (LEAs) were provided a copy of the MDT guidelines in order to ensure that teachers and building administrators in all public agencies were advised of their responsibilities in regards to their implementation of complying with the LRE provision of IDEIA. The State provided technical assistance and training on the MDT Guidelines for LEA staffs in May 2007, July 2007, August 2007, and September 2007.

The MDT Guidelines document is used to help support the State's efforts to ensure compliance with IDEIA by giving the LEAs a consistent way to make LRE decisions that comports with the federal regulations. By using this guideline the LEAs will be able to conduct meetings that cover all of the necessary information for making decisions regarding LRE and Placement. The State has developed the attached document entitled "MDT Checklist" for LEAs to provide to the State Office regarding their compliance with the MDT Guidelines. This document was created in order to provide information regarding the compliance results of the usage of the MDT guidelines. The results will be reported in the 2007 reporting period.

Since February of 2007, the District's Office of Monitoring and Program Certification prepared twenty-five (25) monitoring reports for 25 LEAs. These reports included the State's Findings regarding compliance with LRE. Out of the 25 LEAs monitored all but three (3) were cited for non-compliance and letter of findings were issued. To date, all LEAs have submitted their corrective action plans. Please see the attached chart that highlights the LEAs that were monitored and the status of their corrective action plans and the due dates.

D. Identify and Correct Noncompliance

The State has identified and explained by way of Indicator 15 a description of the components included in the State's system of general supervision. The State has prepared a chart that identifies all of the findings of noncompliance during the time period between December 2005 and February 1, 2007. The chart identifies LEAs with noncompliance and corrective action plans.

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Page Eight**

The State has taken action with LEAs in noncompliance by providing schools with a letter and follow-up site visits. As a result of some of this activity the State has secured documents and data to show compliance with corrective action plans. The State has attached all of the documentation for this period along with the chart of this information to this submission. Additionally, the State is submitting monitoring reports completed since February of 2007 and corrective action plans along with the charted information.

The State has also developed a graduated Sanctions response to non-compliance to monitoring reports and corrective actions. The Monitoring Unit has started to use the steps under this sanctions process to ensure compliance from the LEAs, with the law. Please find a copy of the list of sanctions attached.

Note: Next report due June 1, 2008 for January 1, 2008 to May 11, 2008

SPECIAL CONDITION REPORT ATTACHMENTS

Enforcement Process

Sample Letters:

Reminder Letters (2)
Status letter

05-06 Chart of Monitoring Status **See Indicator 15**

06-07 Chart of Monitoring Status **See Indicator 15**

Notebook of Monitoring Reports

Blackman Jones Agreement

AGREEMENT OF PARTIES TO BLACKMAN/JONES CASE

Nature of the Agreement

1. This agreement grows out of an Alternative Dispute Resolution (ADR) process initiated by plaintiffs on July 6, 2007.
2. The parties anticipate that throughout the coming months, they will continue to work together, as they did during the ADR process, to identify new issues, as well as strategies and steps to address these issues.
3. This agreement does not affect the parties' rights and obligations under the Consent Decree entered on August 24, 2006 (hereinafter Decree).
4. This agreement is not enforceable. However, it is the parties' intent that the agreement be implemented. The Mayor's Office has made a commitment that the District will abide by this agreement. Plaintiffs have forgone seeking judicial relief at this time because of this commitment.
5. The parties have designated four individuals to work together to ensure that needed actions are taken to implement this agreement: Tameria Lewis, OSSE, Richard Nyankori, DCPS, Heather McCabe, Office of the CFO, and Ira Burnim, plaintiffs' counsel.
6. Defendants understand that plaintiffs may, at any time and in their sole discretion, seek judicial relief for alleged non-compliance with the Decree.
7. The parties agree that plaintiffs, before seeking judicial relief, will:
(a) give 30 days advance notice to defendants of their intent and the basis for the relief sought, and (b) thereafter meet and confer with defendants to attempt to resolve the matter. If, within 30 days (or a longer period as agreed by the parties), the parties cannot resolve the matter, plaintiffs may proceed in court. Defendants will not require plaintiffs to go through the ADR process in

MDT Notes Guidelines**If/When to evaluate:**

1. Obtain samples of the student's work
2. Conduct classroom observation
3. Discuss if there's an impact on the student's education
4. Record exactly what the impact is and where it has materialized

OR

1. To rule out the need for an evaluation or to eliminate a suspected area of disability you must show that there is no educational impact through:
 - work samples,
 - observations
 - other documentation
2. Record that there is no impact
3. Specify **EXACTLY** what led to that determination
4. The notes need to reflect how the determination was made

5. Example:

If you are finding that no OT evaluation is necessary, we looked at the student's handwriting and there is no fine motor skill lacking and I observed the student in the school building and the student has no difficulty accessing the school building. The finding of the team is not adequate as a discussion.

Note: *It is all about HOW the determination of the team was reached and WHY!!!! If you were run over by a bus tomorrow, could anyone pick up your notes and know what happened and why.*

Evaluations Process:**A. Re-evaluations**

1. Assessors are required to write their own summary on the meeting note Forms
2. Questions/concerns from the team/parent/advocate
3. Evaluations Reviews:
 - Name
 - Service

- B. Review of new evaluation or review of progress for the past year
1. Assessors are required to write their own summaries on the meeting note forms
 2. Questions/concerns from the team/parent/advocate are discussed
3. Determine appropriate service level recommendation using the following:
- What impact is being had on the student's education?
 - If there's no impact, then no service is given.
 - If not special education, are they on grade level?
 - If they are special education, are they meeting goals/objectives or making progress?
- Note: Generally not entitled to service or an increase in service.**
- If no service is recommended, why?
 - Are there changes to the service?
 - Does the parent agree with the changes?
4. If no agreement, services can not be added or deleted.
5. Eligibility determinations for special education
- child eligible
 - child is still eligible
 - child is not eligible

Placement Options

1. Could simply be reinforcing the current placement
2. Setting? (Least Restrictive Environment)
3. General Ed: why does this not meet the student's needs?
4. Combination: why does/does not meet the student's needs
5. Out of General Ed: why does/does not meet the student's needs

Special Considerations:

1. Transportation (go through checklist)
2. Assistive Technology
3. Behavior Intervention Plan or Behavior Strategies
4. Limited English Proficiency
5. Adapted Physical Education
6. Communication Needs
7. ESY (go through checklist)
8. Transition (at age 16)

Legal Consideration

- Compensatory Education (only when HOD/SA/MA/Court order requires)

MDT Notes

___ Initial ___ Annual ___ 3-year Review ___ Addendum

Provide the procedural safeguards manual in the parent's native language.

Evaluations:

**Provider Name _____

**Service Area _____

****Review of new evaluation and/or review of progress for the past year**

(Each assessor is required to write their own summary—written on the meeting note forms)

Describe in detail the educational impact in the core academic areas and developmental areas for Pre-school children.

____ Impact ____ No impact

If there's no impact, then that student is ineligible to receive special education services in this area.

Questions/concerns from the team/parent/advocate related to the educational impact

State each area where you checked impact on the previous pages:

Based on impact, review the eligibility criteria of suspected disability:

The eligibility checklist should be completed and attached.

____ Eligible/still eligible for special education services

____ Not Eligible for special education services. The discussion ends and the packet of

information is submitted to the Student Services Team.

If eligible, begin the IEP meeting.

____ IEP Team Participants

____ Reviewed Identification information and made certain it is correct.

____ Level of Standardized Assessment

Special Education and Related Services

Guidelines Present Levels of Performance

Academic

____ Academic/Educational Achievement and Learning Characteristics

____ Social Development

____ Physical Development

____ Management Needs

Provide a detailed description of instructional documentation from educational setting.

Functional

Provide a detailed description of instructional documentation from educational setting.

General

Provide a detailed description of instructional documentation from educational setting.

Disability(ies): _____

Specialized Instruction:

Form A:

____ Annual Goals: Area Addressed by Goal _____

Modifications: _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Modifications: _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Modifications: _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Modifications: _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Modifications: _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Modifications: _____

Provider: _____

Evaluation: _____

Form B

____ Annual Goals: Area Addressed by Goal _____

Short term objectives(if taking alternative assessment):

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Short term objectives(if taking alternative assessment): _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Short term objectives(if taking alternative assessment): _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Short term objectives(if taking alternative assessment): _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Short term objectives(if taking alternative assessment): _____

Provider: _____

Evaluation: _____

____ Annual Goals: Area Addressed by Goal _____

Short term objectives(if taking alternative assessment): _____

Provider: _____

Evaluation: _____

____ Language (Limited English Proficiency, Blind or Visually Impaired, Deaf or Hearing Impaired, prior notice and procedural safeguards written in parent's native language)

Modifications required: _____

**Any item provided to the student must be signed out and responsibility form attached

Least Restrictive Environment

Describe evidence that supports the setting: _____

Special Education and Related Services and Supplementary aids and services

Describe: _____

List supplementary aids and services: _____

_____ Consider the physical accessibility of the facilities

List the accommodations and modifications for classroom instruction:

Setting: _____

Location: _____

Frequency: _____

Beginning date: _____

Ending date: _____

State and District Assessment

Justify appropriate accommodations necessary: _____

Justification for alternate assessment: _____

Areas Requiring Specialized Instruction And Related Services

Placement Considerations and Justification

_____ General Education

_____ Combination General Education and Resource Room

_____ Out of General Education

State Reasons and documentation demonstrating:

Student can access the general education curriculum in a general education setting with non-disabled peers: _____

Lack of attempted modifications and interventions attempted to justify removal from general education: _____

Multiple interventions, accommodations and interventions have been attempted to keep student in general education without success/that student can access the general education curriculum in a combination setting/part-time with non-disabled peers: _____

Lack of attempted modifications or interventions attempted to justify complete removal from the general education classroom: _____

Multiple interventions, accommodations and interventions have been attempted to keep student in combination general education classroom and resource room without success:

Student requires complete removal from general education in order to access general education curriculum: _____

Student requires resource room in order to access general education curriculum: _____

Harmful effects discussed:

- ___ Time away from non-disabled peers in academic setting
- ___ Continued school failure
- ___ Impact on self-esteem
- ___ Ability to participate with non-disabled peers in extracurricular activities
- ___ Potential harm to self or others due to acting out behaviors (BIP, FBA)
- ___ Exposure to general education curriculum
- ___ Possibility of missing academic instruction during related service session
- ___ Inability to acquire Carnegie Units

SEA – IEP Updates 7/11/2007

Attachment/Documentation to be Attached

- ___ Transportation
- ___ Behavior
- ___ Secondary Transition

Areas to be considered

- ___ Assistive Technology (AT aids and services)
- ___ Physical and Occupational Therapy
- ___ Speech/Language Pathology
- ___ Audiology Services
- ___ Social Work Services in Schools
- ___ Psychological Services
- ___ ESY

Guidelines for DCPS IEP Attachments A-D

A. Behavior

☐ FBA completed

Define target behavior: _____

B. Transportation Checklist

Child does ☐ does not ☐ meet the criteria for transportation☐ Justification attached☐ Transportation Data form completed and attached

C. Transition

Age of the student: _____

☐ Student's personal statement of long-range goal and interest

Employment: _____

Post-secondary Education and Training: _____

Independent Living: _____

Community Participation: _____

Desired Post-School Outcomes: _____

☐ High School Diploma☐ High School Certificate at age 21☐ High School Certificate prior to age 21

SEA – IEP Updates 7/11/2007

D. Extended School Year

Describe Regression/Recoupment: _____

Emerging Skills/Breakthrough Opportunities: _____

Interfering Behaviors: _____

Eligibility Determination(state which items indicate a presumption of eligibility):

Compensatory Education

Is there an HOD/SA/MA/Court Order? ☐ Yes ☐ No

IF NO—NO COMP ED DISCUSS MISSED SERVICES

IF YES:

How is the student doing in school? (look at test scores, class work, homework, etc.)

How is the student's attendance? _____

Has there been educational detriment? ☐ Yes ☐ No If no, no comp ed is warranted.

If yes, please describe. _____

What period of time was FAPE denied, if there is detriment? _____

What comp ed is being offered to address the detriment? _____

Develop a comp ed plan to attach.

SEA – IEP Updates 7/11/2007

IEP Development

Review the criteria for participation in each service considered

What specifically for each service (OT, PT, Speech, Counseling, Specialized Instruction) –
duration, times a week

Are there changes to the service?

Each service goes through their goals/objectives

Questions/comments

Accommodations/Modifications:

Placement

Could simply be reinforcing the current placement

Setting? (Least Restrictive Environment)

General Ed: why does this not meet the student's needs

Combination: why does/does not meet the student's needs

Out of General Ed: why does/does not meet the student's needs

Special Considerations:

Transportation (go through checklist)

Assistive Technology (create list of options for different disabilities/age levels?)

Behavior Intervention Plan or Behavior Strategies

Limited English Proficiency

Adapted Physical Education

Communication Needs

Blind/Visually Impaired

Deaf/Hard of hearing

When appropriate

Compensatory Education (only when HOD/SA/MA/Court order requires)

ESY (go through checklist)

Transition (at age 16)

SEA – IEP Updates 7/11/2007

Placement

Describe Special Education and Related Services needed:

List supplementary aids and services needed: _____

Does the child present issues that relate to the physical accessibility of the facilities which need to be considered? ____ yes ____ no If yes, what specifically?

List the accommodations and modifications for classroom instruction:

State and District Assessment

Justify appropriate accommodations necessary: _____

Justification for alternate assessment: _____

SEA – IEP Updates 7/11/2007

Placement Considerations and Justification

☐ General Education

State Reasons and documentation demonstrating:

Student can access the general education curriculum in a general education setting with non-disabled peers: _____

☐ Combination General Education and Resource Room

State Reasons and documentation demonstrating:

Student can access the general education curriculum in a combination general education and resource room setting: _____

Describe the multiple interventions and accommodations that have been attempted to keep the student in general education with non-disabled peers which were unsuccessful:

☐ Out of General Education

State Reasons and documentation demonstrating:

Student requires complete removal from general education in order to access general education curriculum: _____

Describe the interventions and accommodations that have been attempted to keep student in combination general education classroom and resource room without success:

Harmful effects discussed for any setting other than general education:

- ☐ Time away from non-disabled peers in academic setting
- ☐ Continued school failure
- ☐ Impact on self-esteem
- ☐ Ability to participate with non-disabled peers in extracurricular activities
- ☐ Potential harm to self or others due to acting out behaviors (BIP, FBA)
- ☐ Exposure to general education curriculum
- ☐ Possibility of missing academic instruction during related service session
- ☐ Inability to acquire Carnegie Units

SEA – IEP Updates 7/11/2007

Site for services

____ Neighborhood school Identify: _____

____ Nearest DCPS location that meets students needs Identify: _____

Explain why the neighborhood school cannot meet the student's needs:

____ Other Identify: _____

Explain: _____

Site Considerations

Will the student be educated in the school that student would attend if not disabled?

____ yes ____ no If no, explain why. _____

Is the educational placement as close as possible to the student's home? ____ yes ____ no If no, explain why. _____

Is the educational placement decision based on the student's IEP? ____ yes ____ no If no, explain why. _____

Will the placement decision have any potential harmful effect on the student? ____ yes ____ no If yes, explain why. _____

Explanation of the extent, if any, to which the student will not participate with non-disabled peers in the general classroom and non-academic and extracurricular activities:

____ Student is capable of equal access and opportunity to participate in extra curricular/nonacademic program options as age appropriate peers without disabilities.

____ Notice of Placement Issued To: _____

SEA – IEP Updates 7/11/2007

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DISTRICT OF COLUMBIA STATE EDUCATION AGENCY
IEP GUIDELINES

PROVIDE A COMPLETED IEP FORM FOR EACH SCHOOL YEAR 300.323

I. IDENTIFICATION INFORMATION 300.30

1. Complete all basic demographic information about the student. The student's legal name must be used. Parent includes person(s) acting in the place of a parent, such as a grandparent or stepparent with whom the student lives. In addition the Legal Guardian or surrogate is considered the parent for students without parents as defined above. Legal Guardian – is the person legally responsible for the care and management of the student. The SEA appoints a *surrogate parent when no parent can be identified; when after reasonable efforts the whereabouts of the parent cannot be discovered; or when the student is a ward of the state. For more information see the surrogate parent brochure which may be found at www.k12.dc.us.
2. Identify the student's current school of attendance and home school. If the student is attending a non-public school, provide the name of the non-public school. Document the invitation of the non-public school staff to participate in the meeting, either in person or by telephone, as well as collect and submit supportive documentation.

II. CURRENT INFORMATION 300.304 & 300.324

A. Enter dates in the section that specifies the following:

- The actual date that the IEP conference occurs.
- The date that the last IEP was conducted.

(For the student's first IEP indicate N/A in the space.)

- The date of the most recent eligibility decision. Decisions must be determined as the result of findings from an evaluation, reevaluation, to establish or maintain the eligibility status. (e.g. date of the most recent re-evaluation.)

B. Indicate the purpose of the IEP conference by checking the reason in this section. Complete and attach the MDT/IEP meeting notes page. Do not use any single measure or assessment to determine whether a student is a student with a disability and or determining an appropriate educational program.

- Initial IEP – Following the SST/MDT process, determine eligibility for special education and related services to determine educational need and develop the initial IEP.
- Annual Review – Review the IEP periodically but not less than annually. Using supportive instructional documentation quarterly assess the student's progress toward achieving the annual goals that are based on the standards.
- Reevaluation – Determine whether a student remains eligible for special education services. Reevaluation is limited to once a year unless requested by parent or LEA, but must occur at least once every three years. Note: Follow guidelines for graduating students.
- Amending an IEP – Consider a change in the special education or related services.
- Other – Discuss other situations that may occur regarding the student's IEP, its implementation and the impact on the child's academic achievement and functional performance. Fill in the blank, i.e. interim services for non-public students, out of district IEP.

IEP Development

Review the criteria for participation in each service considered

What specifically for each service (OT, PT, Speech, Counseling, Specialized Instruction) –
duration, times a week

Are there changes to the service?

Each service goes through their goals/objectives

Questions/comments

Accommodations/Modifications:**Placement**

Could simply be reinforcing the current placement

Setting? (Least Restrictive Environment)

General Ed: why does this not meet the student's needs

Combination: why does/does not meet the student's needs

Out of General Ed: why does/does not meet the student's needs

Special Considerations:

Transportation (go through checklist)

Assistive Technology (create list of options for different disabilities/age levels?)

Behavior Intervention Plan or Behavior Strategies

Limited English Proficiency

Adapted Physical Education

Communication Needs

Blind/Visually Impaired

Deaf/Hard of hearing

When appropriate

Compensatory Education (only when HOD/SA/MA/Court order requires)

ESY (go through checklist)

Transition (at age 16)

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Placement

Describe Special Education and Related Services needed:

List supplementary aids and services needed: _____

Does the child present issues that relate to the physical accessibility of the facilities which need to be considered? ____ yes ____ no If yes, what specifically?

List the accommodations and modifications for classroom instruction:

State and District Assessment

Justify appropriate accommodations necessary: _____

Justification for alternate assessment: _____

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Placement Considerations and Justification

☐ General Education

State Reasons and documentation demonstrating:

Student can access the general education curriculum in a general education setting with non-disabled peers: _____

☐ Combination General Education and Resource Room

State Reasons and documentation demonstrating:

Student can access the general education curriculum in a combination general education and resource room setting: _____

Describe the multiple interventions and accommodations that have been attempted to keep the student in general education with non-disabled peers which were unsuccessful:

☐ Out of General Education

State Reasons and documentation demonstrating:

Student requires complete removal from general education in order to access general education curriculum: _____

Describe the interventions and accommodations that have been attempted to keep student in combination general education classroom and resource room without success:

Harmful effects discussed for any setting other than general education:

- ☐ Time away from non-disabled peers in academic setting
- ☐ Continued school failure
- ☐ Impact on self-esteem
- ☐ Ability to participate with non-disabled peers in extracurricular activities
- ☐ Potential harm to self or others due to acting out behaviors (BIP, FBA)
- ☐ Exposure to general education curriculum
- ☐ Possibility of missing academic instruction during related service session
- ☐ Inability to acquire Carnegie Units

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Site for services

____ Neighborhood school Identify: _____

____ Nearest DCPS location that meets students needs Identify: _____

Explain why the neighborhood school cannot meet the student's needs:

____ Other Identify: _____

Explain: _____

Site Considerations

Will the student be educated in the school that student would attend if not disabled?

____ yes ____ no If no, explain why. _____

Is the educational placement as close as possible to the student's home? ____ yes ____ no If no, explain why. _____

Is the educational placement decision based on the student's IEP? ____ yes ____ no If no, explain why. _____

Will the placement decision have any potential harmful effect on the student? ____ yes ____ no If yes, explain why. _____

Explanation of the extent, if any, to which the student will not participate with non-disabled peers in the general classroom and non-academic and extracurricular activities:

____ Student is capable of equal access and opportunity to participate in extra curricular/nonacademic program options as age appropriate peers without disabilities.

____ Notice of Placement Issued To: _____

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C. ASSESSMENT 300.306

Indicate level of standardized assessment from Section XI. Indicate in Section XI why the level was selected.

Follow DCPS policy for standardized assessment special education students. Student participation level

MUST be indicated in the box and the specific accommodation(s) in Section X.

**D. ATTACHMENT/
DOCUMENTATION**

Check the box under addendum after determining if the student meets the criteria in section XIV to obtain a Free and Appropriate Public Education:

TO BE ATTACHED

300.107

Transportation – related service determined by completing Justification Sheet

Behavior – attach results of appropriate six week intervention efforts (See attachment A)

Secondary Transition -age 16 or earlier if appropriate

Check the box(es) to indicate that a discussion has taken place on the following. (Review the criteria for participation.)

E. AREAS TO BE**CONSIDERED**

Assistive Technology (AT aids and services) 300.105 & 300.324 (a)(2)(v)

Physical and Occupational therapy

Speech/Language Pathology

Audiology Services

Social Work Services in Schools

Psychological Services

ESY 300.106

III. LANGUAGE 300.324 (a)(2)(i) & (iv)

Consider the language accommodations/modifications of the student as such needs relate to the student's IEP.

- LEP – Limited English Proficiency – use the student's language that will yield the accurate information on what the child knows and can do academically, developmentally, and functionally. If student's English proficiency is in question, a language assessment must be conducted.
- Blind or Visually Impaired -determine need for instruction in, or use of, Braille or large print.
- Deaf or Hearing Impaired -determine the language and communication needs for instruction for a student who is deaf or hard of hearing.
- Provide prior notice and procedural safeguards written in parent's native language.

IV. SPECIAL EDUCATION AND RELATED SERVICES 300.39 & 300.334

This section requires the completion of sections VII, IX, and XIII prior to completing this section. Record the

type of services to be provided. Include the setting (general education, special education or combination or both), amount of time (frequency) (minutes/hours or days/weeks/month), provider (by discipline), location (should be the attending school, unless otherwise noted in the minutes and requires hard copies of supportive documentation), beginning date and duration for each service. Fill in the date for the beginning service(s) then complete the duration of the service(s), number of weeks or months. List the modifications/accommodations, supplemental aids and services on Page 4 Section X for educational classroom and testing purposes.

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Academy for Learning Though the Arts (ALTA) PCS	N/A	N/A	N/A	N/A	N/A	N/A
	Academia Bilingue de la Comunidad PCS	<ul style="list-style-type: none"> Failure to have adequate and qualified personnel that are providing services Failure FAPE in the LRE to provide 	05/24/07	05/24/08	05/24/07		
	Arts & Technology Public Charter School	<ul style="list-style-type: none"> Failure to address required information in the special education procedural manual 	05/13/07	05/13/08	07/09/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Barbara Jordan PCS	<ul style="list-style-type: none"> • Failure to provide a copy of the policies and procedures manual • Failure to have adequately licensed personnel to provide services • Failure to implement HOD in a timely manner • Failure to submit a statement or information regarding criteria for admission 	05/23/07	05/23/08	07/17/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Bridges PCS	<ul style="list-style-type: none"> • Failure to submit a copy of policies and procedures • Failure to have adequate and qualified personnel providing services • Failure to implement HOD's in a timely manner • Failure to provide adequate admission criteria • Failure to use a researched based curriculum to implement special education instruction • Failure to provide an adequate early childhood transition 	04/23/07	04/23/08	04/30/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Community Academy PCS	<ul style="list-style-type: none"> • Failure to submit copies of policy and procedure manual • Failure to indicate state 2 teachers are licensed and the license expiration dates • Failure to implement HOD in a timely manner • Failure to attend a transition conference at least 90 days before child's birthday (3 of 2 cases) 	05/23/07	05/23/08	10/23/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	DC Bilingual PCS	<ul style="list-style-type: none"> Failure to identify names and qualification for related service providers Failure to list expiration date of certification for the special education teacher 	05/13/07	05/13/08	06/04/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching
	DC Preparatory PCS	N/A	N/A	N/A	N/A	N/A	N/A
	E.L. Haynes PCS	<ul style="list-style-type: none"> Failure to have adequate and qualified personnel providing services 	04/23/07	04/23/08	10/25/07		
	Elsie Whitlow Stokes PCS	N/A	N/A	N/A	N/A	N/A	N/A
	Hope Community PCS	<ul style="list-style-type: none"> Failure to have current licensure/certification for related service provider 	05/13/07	05/13/08	05/10/07	YES	11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Hospitality High School of Washington, DC PCS	<ul style="list-style-type: none"> • Failure to have adequate and qualified personnel to provides services • Provide specific forms of methodology and how “inclusion is implemented and provide specifics of how related services are provided • Failure to provide FAPE in the LRE • Failure to obtain consent prior to conduction initial evaluation, reevaluation and provision of special education services • Failure to schedule meetings at mutually agreed upon times (meeting notices did not indicate 	07/12/07	07/12/08	11/05/07		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Hospitality High School of Washington, DC, PCS (continuation)	<ul style="list-style-type: none"> purpose, time, location of the meeting and who will be in attendance 	(see page 106)	(see page 106)	(see page 106)	(see page 106)	(see page 106)
	Howard University Middle School of Math and Science	<ul style="list-style-type: none"> Failure to have adequate and qualified personnel providing services Failure to provide FAPE in the LRE IEP meetings failed to: inform parent/guardian that transition services would be considered at the meeting, that the student would be invited to attend, that other agencies would be invited to attend IEP meetings 	07/12/07	07/12/08	12/11/07		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Howard University Middle School of Math and Science (continuation)	<ul style="list-style-type: none"> failed to: include the child who is 16 or older, invite representative of any other agency that is likely to be responsible for providing or paying for transition services, consider the child's preference and interest related to transition, contain a statement of transition services, contain a statement of interagency responsibility or linkages, represent a coordinated set of activities within 	(see page 106)	(see page106)	(see page106)	(see page106)	(see page106)

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Howard University Middle School of Math and Science continuation)	<ul style="list-style-type: none"> an outcome-oriented process 	(see page106)	(see page106)	(see page106)	(see page106)	(see page106)
2006-2007	Howard Road Academy PCS	<ul style="list-style-type: none"> Efforts were not made to include parents in the IEP; Other methods to insure participation were not used When team determined no additional information was needed for evaluation, the parent was not informed of the right to request assessment to determine continued disability Part II of FAPE in LRE, team did not include others who have 	05/23/07	05/23/08	05/08/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Howard Road Academy PCS (continuation)	<ul style="list-style-type: none"> Knowledge or special expertise regarding a child Part III of FAPE in LRE, although the child's record indicated behavioral issues, the IEP did not include a behavior plan and/or goals/objectives to address social/emotional needs 	(see page108)	(see page108)	(see page108)	(see page108)	(see page 108)
	Integrated Design & Electronics Military Academy PCS	<ul style="list-style-type: none"> Failure to have adequate and qualified personnel providing services Failure to implement HOD's in a timely manner IEP notices failed 	07/12/07	07/12/08	11/02/07		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Integrated Design & Electronics Military Academy PCS (continuation)	<ul style="list-style-type: none"> to inform parent/guardian that: transition services would be considered at the meeting, student would be invited to attend the meeting, other agencies would be invited to send a representative IEP team failed to include or consider: student in the meeting, student's preferences or interest related to transition planning. Invite a representative from other agencies that would be likely be responsible for providing or 	(see page 110)	(see page 110)	(see page 110)	(see page 110)	(see page 110)

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Integrated Design & Electronics Military Academy PCS (continuation)	<ul style="list-style-type: none"> • paying for transition services • IEP did not contain: a statement of transition needs and services, a statement of interagency responsibility or linkages 	(see page 110)	(see page 110)	(see page 110)		
	Latin American Montessori Bilingual PCS	<ul style="list-style-type: none"> • Failure to identify names and qualifications for related service providers • Failure to list expiration date of certification for special education coordinator/teacher 	05/13/07	05/13/08	10/31/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Mary McLeod Bethune Day Academy PCS	<ul style="list-style-type: none"> • Failure to provide documentation of the related service provider certification/licensure • Failure to provide documentation to support any assistance and or professional development activities • Failure to provide FAPE in the LRE (students suspected of having a specific learning disability did not include in the evaluation an observation of the child's academic performance in the regular 	06/04/07	06/04/08	07/20/07		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Mary McLeod Bethune Day Academy PCS (continuation)	<ul style="list-style-type: none"> classroom setting by a team member other than the child's regular classroom teacher and the written report did not include the content required, behavior issues that the IEP team did not consider strategies, including positive behavior intervention to address the behavior; IEP's do not include behavior plan and or goals to address the social/emotional needs Failure to ensure parent participation in 	(see page 112)	(see page 112)	(see page 112)		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Mary McLeod Bethune Day Academy PCS (continuation)	<ul style="list-style-type: none"> IEP meeting 	(see page 112)	(see page 112)	(see page 112)		
	Meridian Public Charter School	<ul style="list-style-type: none"> Failure to have adequate and qualified personnel providing services Failure to provide FAPE in the LRE (school did not receive written parental consent for an IFSP, IEP's did not include a behavior plan and/or goals to address the social/emotional needs, IEP team did not consider whether the student required assistive technology 	06/03/07	06/03/08	06/13/07		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Meridian Public Charter School (continuation)	<ul style="list-style-type: none"> devices and services or make a statement of the program modifications and document modifications/accommodations needed to participate in District-Wide testing, ESY was not considered or addressed 	(see page 114)	(see page 114)	(see page 114)		
	Potomac Lighthouse PCS	<ul style="list-style-type: none"> Failure of preschool staff to attend transition conference at least 90 days before child's third birthday Failure of IEP team to consider strategies, including positive behavioral interventions to 	05/23/07	05/23/08	07/12/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Potomac Lighthouse PCS (continuation)	<ul style="list-style-type: none"> • address social/emotional needs when a record indicated behavioral issues 	(see page 115)	(see page 115)	(see page 115)		
	Options PCS	<ul style="list-style-type: none"> • Failure to have adequate and qualified personnel providing services • Failure to implement HOD's in a timely manner • Failure to submit an admissions criteria 	05/13/07	05/13/08	05/11/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching
	School for Arts in Learning (SAIL) PCS	<ul style="list-style-type: none"> • Failure to submit a copy of Parent/Family Handbook as requested • Failure to submit a copy of a Policy and Procedures 	05/24/07	05/24/08	05/23/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	School for Arts In Learning (SAIL) PCS (continuation)	<ul style="list-style-type: none"> • Manual as requested • To have adequate and qualified paraprofessionals and professionals providing services • Failure to provide statement on procedures for technical assistance and on conduction professional development activities • Failure to include child in IEP when such was appropriate • Failure of the IEP team to include child when child would have been 14 or older while 	(see page 116)	(see page 116)	(see page 116)		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	School for Arts In Learning (SAIL) PCS (continuation)	<ul style="list-style-type: none"> • IEP is in effect 	(see page 116)	(see page 116)	(see page 116)		
	SEED PCS	<ul style="list-style-type: none"> • Failure of the Policies and Procedures to address the following; referring students in need of evaluations and or re-evaluations, conduction evaluations and re-evaluations, determining students' eligibility for special education services, ensuring decisions meet LRE, notifying parents of students; progress towards the IEP goals, collecting and reporting special education 	07/12/07	07/12/08	09/07/07		

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	SEED PCS (continuation)	<ul style="list-style-type: none"> data, notifying parents of students' progress towards the IEP goals, parental requests and timelines for mediation and or due process hearings Failure to have adequate and qualified personnel providing services Failure to provide FAPE in the LRE IEP notices failed to inform parent/guardian that: transition services would be considered at the meet, student would be invited to attend 	(see page 118)	(see page 118)	(see page 118)	(see page 118)	(see page 118)

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	SEED PCS (continuation)	<ul style="list-style-type: none"> • IEP meetings failed to: consider the child's preference and interest related to transition, contain a statement of transition services 	(see page 118)	(see page 118)	(see page 118)	(see page 118)	(see page 118)
	Two Rivers PCS	<ul style="list-style-type: none"> • Failure to list license and expiration date of certification for the special education teacher and the social worker • Failure to list related service provider and/or licensure and or expiration date of certification 	05/13/07	05/13/08	10/22/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Young America Works PCS	<ul style="list-style-type: none"> • Failure to submit a copy of special education policies and procedures • Failure to have adequate and qualified personnel providing services • Failure to implement HOD's in a timely manner • Failure to submit an admission criteria • Failure to use researched-based standards and curriculum to implement special education instruction 	04/23/07	04/23/08	07/17/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

Tracking Corrective Action Plans

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2006-2007	Young America Works PCS (continuation)	<ul style="list-style-type: none"> • Failure to provide adequate secondary transition 	(see page 121)	(see page 121)	(see page 121)	(see page 121)	(see page 121)
	Washington Mathematics Science Technology Public Charter School	<ul style="list-style-type: none"> • Failure to delineate Subject/Grade and Certification area of two of the professionals • Failure to provide documentation as to the type of license and expiration date of the four listed professionals • Failure of IEP team to include child (secondary transition) 	05/23/07	05/23/08	05/16/07		11/21/07 Letter sent to school as a reminder that date for correcting areas of non compliance is approaching

PR Template – Part B (4)

DRAFTDistrict of Columbia
State

Findings	LEA	Specific Area of Non Compliance	Correction Action Plan	1 Year Correction	CAP Rec'd	CAP Addressed	Enforcement Actions
2005-2006	Booker T. Washington PCS Corrective Action Plan Notification Date: October 4, 2006	<ul style="list-style-type: none"> Failure to report student progress towards IEP goals and objectives 	10/04/06	10/04/07	01/29/07	Compliance confirmed by LEA -- no documentation submitted to confirm compliance	No enforcement process developed for late submissions during 05/06 time period; has now been developed and will be used for 07/08 reporting period
	Capital City PCS Corrective Action Plan Notification Date: October 4, 2006	<ul style="list-style-type: none"> Re-evaluations not provided in a timely manner Failure to report students' IEP progress ESY not addressed adequately LEA representation not at meeting 	10/04/06	10/04/07	02/01/07	Compliance confirmed by LEA-- no documentation submitted to confirm compliance	No enforcement process developed for late submissions during 05/06 time period; has now been developed and will be used for 07/08 reporting period
	Friendship PCS Corrective Action Plan Notification Date: October 4, 2006	<ul style="list-style-type: none"> Failure to provide special education services to children with disabilities placed in regular classroom (Southeast Elementary Academy) Failure to provide re-evals in a timely manner (Woodson) 	10/04/06	10/04/07	11/08/07	Compliance confirmed by LEA -- no documentation submitted to confirm compliance	No enforcement process developed for late submissions during 05/06 time period; has now been developed and will be used for 07/08 reporting period